

Gifted Education Guidelines

to Support the
Implementation of the

**Policy for the Education
of Gifted Students
in the Northern Territory
2006**

The following guidelines may be used by Northern Territory schools
as resources to facilitate the implementation of the policy

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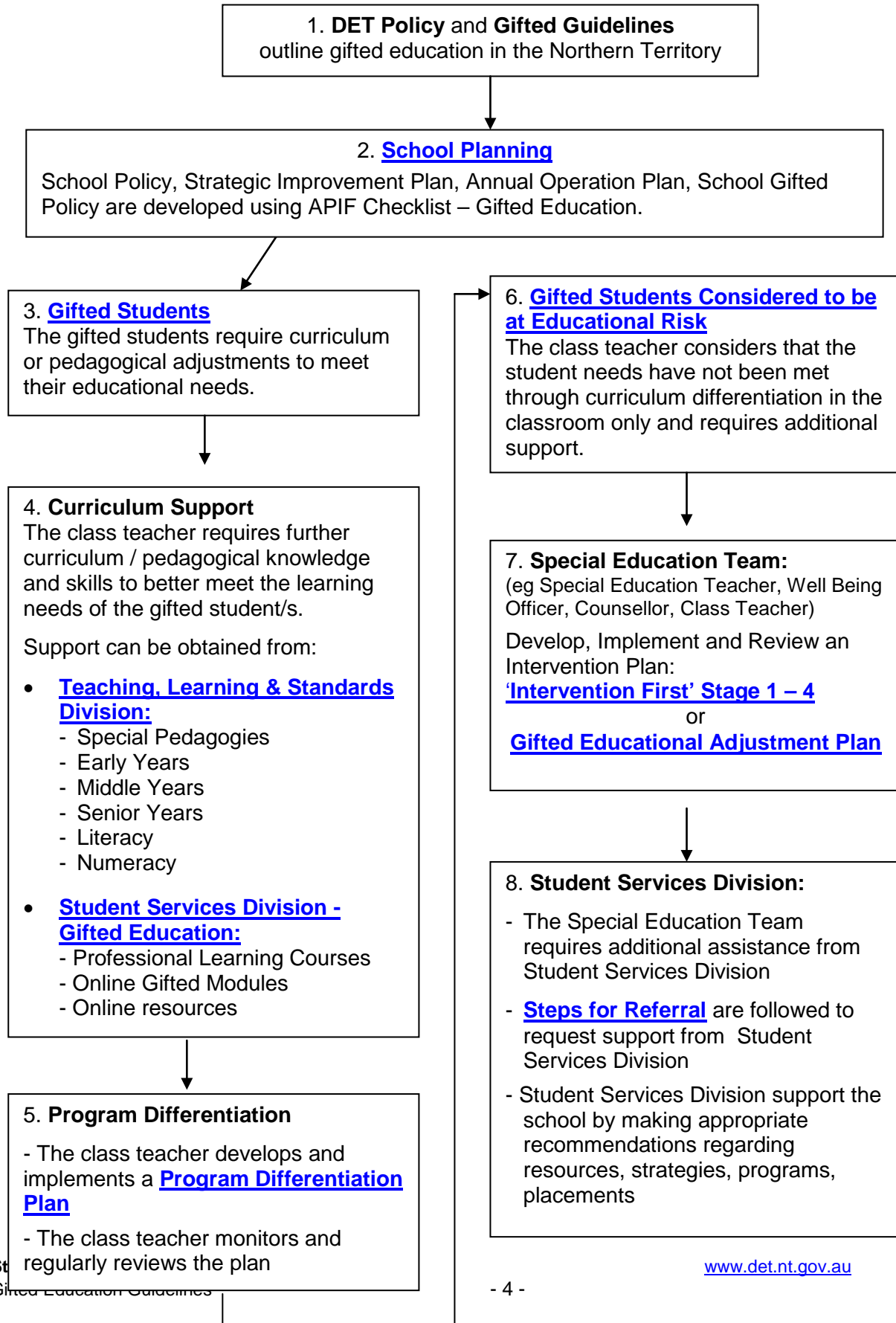


1. Overview - Gifted Education

Gifted Education Guidelines
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Gifted Education Flow Chart



Gifted Students

All gifted students are considered to be students with special needs because they have different learning, social and emotional characteristics when compared to other students. All gifted students therefore require differentiated curriculum to perform to their full potential. Some particular special needs of gifted students are outlined below.

Special Need	Gifted Student with Mild or Moderate Level of Giftedness	Gifted Student in the Early Years	Gifted Student with Language, Cultural or Socio-Economic Differences
Description	The level of giftedness can be accommodated within current mainstream classes but will require curriculum and programs that are differentiated.	The gifted student in preschool to Year 3 is likely to have asynchronous development. Programs need to cater for differences between advanced learning abilities and other areas where development may be average or below average.	The language, cultural or economical differences are likely to mask the true abilities of the gifted student. Programs need to be sensitive of student differences and incorporate appropriate strategies. Programs need to be inclusive of all groups of students.
Assessment Recommended	School based objective and subjective assessments	- School based objective and subjective assessment: - Developmental screening	School based objective and subjective assessment that is language and culturally fair
	IQ Assessment not usually necessary unless: - considered at educational risk; - there are additional learning needs; - required for placement in a gifted unit.		
Options for Student Support	<ul style="list-style-type: none"> - Class based program differentiation; - Class based enrichment and extension programs; - Additional school enrichment and extension programs; - Programs for specific cohorts of gifted students. 		
Documentation	Differentiation Strategies Checklist Differentiation Plan for: <ul style="list-style-type: none"> - Primary Student; - Middle Years Student; - Class; - Subject. 		

Gifted Students Considered to be at Educational Risk

Special Need	Gifted Students with High, Exceptional or Profound Levels of Giftedness	Gifted Students with Challenging Behaviours	Gifted Students with Learning Disability or Learning Difficulty
Description	<p>The level of giftedness is so high that it is very difficult to differentiate mainstream programs at the current year level.</p> <p>Options outside of the current placement are required, for example accelerated work, year level advancement, or placement in a gifted unit.</p>	<p>The gifted students display behaviours that are causing underachievement.</p> <p>Behaviours indicate disengagement and risk of dropping out of school.</p> <p>Students may also mask giftedness so as not to appear different – ‘forced choice dilemma’</p>	<p>The students have high levels of cognitive ability but a learning disability or difficulty that is impeding their learning.</p> <p>This includes disabilities such as high functioning Autism Spectrum Disorder, sensory impairment, Dyslexia.</p>
Assessment Recommended	Ascertain level of giftedness (usually IQ assessment)	Determine cognitive strengths and weaknesses; Social emotional profile as appropriate	Determine cognitive strengths and weaknesses; Physical, sensory or perceptual abilities as appropriate.
Options for Student Support	<ol style="list-style-type: none"> Possible accelerated placement or placement in gifted setting; Alternative curriculum options that challenge and extend. 	<ol style="list-style-type: none"> Well Being Officer or Counsellor support to address behavioural concerns; Appropriate / alternative curriculum options to increase engagement and motivation. 	<ol style="list-style-type: none"> Special Education Team to plan, remediate, support weaknesses; Well Being Officer or counsellor support for social / emotional issues. Appropriate / alternative curriculum options to build upon strengths.
Documentation	<p>Gifted Education Adjustment Plan: 1 - Using Gifted Checklists 2 – using Levels of Provision 3 – Using Curriculum Compacting</p> <p>Special Placement –</p> <ul style="list-style-type: none"> - Early Entry - Subject Level Advancement - Year Level Advancement - Gifted Unit 	<p>Gifted Education Adjustment Plan: 5 – Using Types of Underachievement</p>	<p>Gifted Education Adjustment Plan: 4 – Gifted Students with Additional Learning Needs</p>

2. School Planning - Gifted Education

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School Planning – Gifted Education

1. Initial Planning

<p><i>Committee</i> Establish a committee or group to undertake initial planning, including senior staff and parents</p>
<p><i>APIF Checklist</i> Evaluate current practices in gifted education using APIF Checklist – Gifted Education</p>
<p><i>Priorities</i> Establish priorities for improvement based upon APIF Checklist – Gifted Education</p>
<p><i>Constraints</i> Identify constraints and opportunities for change</p>
<p><i>Strategic Improvement Plan and Annual Operational Plan</i></p> <ul style="list-style-type: none"> - Establish long term goals as part of the Strategic Improvement Plan - Establish short term goals as part of the Annual Operational Plan

2. Establishing Commitment

<p><i>Awareness Raising</i> Assist staff and parents to develop a common understanding about what gifted education is in the school context</p>
<p><i>Collaboration</i> Establish processes by which staff and parents can work collaboratively and have effective input</p>
<p><i>Communication</i> Establish communication strategies that ensure staff and parents are aware of developments</p>

3. Developing Knowledge Base

<p><i>Professional Learning</i></p> <ul style="list-style-type: none"> - Identify professional learning requirements through the Performance Review process - Plan and implement identified professional learning requirements -
<p><i>Research</i></p> <ul style="list-style-type: none"> - Allow time for reading and research of best practices in gifted education - Examine other policies and DET documents that may have impact on the school gifted policy, for example DET Plan, DET Students with Disability Policy - Read and compare features of other gifted education policies
<p><i>Recommendations</i></p>



Discuss and make recommendations about gifted educational practices

School Planning – Gifted Education (Contd)

4. Gifted Policy

Why? **Rationale** addresses the need for a more detailed focus upon gifted education through the development of a school policy. It could include a statement about:

- Equity of access to appropriate educational opportunities;
- Striving for excellence in students.

Who? **Definition** of giftedness and gifted students, which aligns with the DET policy

What? **Aims** that state what will be done. This could include greater detail from the APIF Checklist – Gifted Education aligned with Key Result Areas of:

- Teaching and Learning;
- Student Wellbeing and Engagement;
- Student Pathways and Transition;
- Organisational Health and Learning;
- Community Engagement;
- Financial Health.

How? **Implementation** that outlines in greater detail how each of the aims listed above will be achieved. This may include:

- Documents aligned with the aims of the policy;
- Strategies to support the implementation of the aims;
- Timeframe to implement the aims;
- Organisational or instructional approaches which will be undertaken to meet the aims;
- Strategies to monitor progress towards aims;
- Evidence gathered to measure progress towards the aims.

Evaluation

- A statement about when and who will review the policy;
- How the review will proceed.

4. Endorsement of Policy and Plans

School Council

Endorsement of Strategic Improvement Plan, Annual Operational Plan and / or School Gifted Policy by School Council

Communication

- Communication of completed plans / policy to the school community;
- Strategy for communication of plans / policy to new staff and parents.

Reporting

Reporting about the implementation of plans and/or policy as part of Annual Operational Report

Review

Review of plans / policy as an integral part of the School Self-Review process



Northern
Territory
Government

DEPARTMENT OF EDUCATION AND TRAINING

Accountability and Performance Improvement Framework Checklist – Gifted Education

School	Person Completing Checklist	Date
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Purpose of Checklist

To enable schools to:

- Identify indicators of quality practice in gifted education
- Establish priorities and measurable outcomes for the Strategic Improvement Plan and Annual Operational Plan
- Locate appropriate resources to assist in meeting identified priorities and outcomes

Directions

For each characteristic and element, identify what is:

1. High priority
2. Of secondary importance
3. Low priority or not applicable

1. TEACHING AND LEARNING	1	2	3	Resources
Leadership				
<p><i>High quality program design</i></p> <p>Quality learning for gifted students is implemented through a range of approaches such as:</p> <ul style="list-style-type: none"> - Enrichment and/or extension programs - Options for accelerated learning such as curriculum compacting, year level advancement and/or subject advancement - Flexible grouping options including gifted units or classes - Differentiated classroom programs 				<ul style="list-style-type: none"> - Gifted Guidelines: School Program Continuum - Gifted Guidelines: Special Placement - Gifted Guidelines: Program Differentiation Plans
<p><i>Culture of learning and reflection</i></p> <p>The school incorporates a culture of learning and reflection across the school by adopting measures such as:</p> <ul style="list-style-type: none"> - Recognising and reinforcing positive learning behaviours - Consistently implementing critical and creative thinking skills across the school - Recognising and celebrating high levels of learning across all areas of the school curriculum - Providing opportunities for student feedback and negotiation about their learning 				<ul style="list-style-type: none"> - DET Teaching and Learning Framework

Accountability and Performance Improvement Framework Checklist – Gifted Education (Contd)

1. TEACHING AND LEARNING	1	2	3	Resources
Leadership (contd)				
<p><i>Involvement in the planning and review of learning programs</i></p> <p>Processes exist in the school to identify gifted students including:</p> <ul style="list-style-type: none"> - A record of all gifted students, including those with outstanding talents or skills, and those considered at educational risk - Students assessed as intellectually gifted by a psychologist are recorded on the SEN module of SAMS <p>Regular school meetings are conducted to:</p> <ul style="list-style-type: none"> - Use records of gifted students to develop appropriate programs and/or groupings - Monitor and judge progress of gifted students in learning programs - Evaluate effectiveness of learning programs to meet the expected learning outcomes of gifted students 				<ul style="list-style-type: none"> - Gifted Guidelines: Identification Process - DET Teaching and Learning Framework
<p><i>Critical and regular reviewing of classroom practice</i></p> <p>For gifted students:</p> <ul style="list-style-type: none"> - Differentiation Plans are developed and placed on student files; - Differentiation Plans are regularly reviewed <p>For gifted students considered at educational risk:</p> <ul style="list-style-type: none"> - Documented Education Adjustment Plans are developed and placed on student files; - Education Adjustment Plans are regularly reviewed 				<ul style="list-style-type: none"> - Gifted Guidelines: Program Differentiation Plans - Gifted Guidelines: Gifted Education Adjustment Plans
<p><i>Discussing and interrogating curriculum delivery and assessment results</i></p> <p>The school uses a variety of data sources to:</p> <ul style="list-style-type: none"> - Map student progress across NTCF Learning Areas - Monitor and judge progress of gifted cohorts through the data - Evaluate effectiveness of curriculum delivery to meet the expected learning outcomes of gifted cohorts - Adjust curriculum options to better meet the needs of gifted cohorts 				<ul style="list-style-type: none"> - NAPLAN - NTCF Achievement data - SEN - Business Intelligence Centre

Accountability and Performance Improvement Framework Checklist – Gifted Education (Contd)

1. TEACHING AND LEARNING	1	2	3	Resources
Classroom Practices and Pedagogy				
<p><i>Strategies to improve academic performance</i></p> <ul style="list-style-type: none"> - Teachers employ a range of differentiation strategies to support gifted students 				<ul style="list-style-type: none"> - Gifted Guidelines: Program Differentiation Plans
<p><i>Literacy / numeracy focus and standards</i></p> <ul style="list-style-type: none"> - NAPLAN and NTCF data is used to consider the literacy and numeracy needs of gifted students 				<ul style="list-style-type: none"> - NAPLAN - NTCF Achievement data - Business Intelligence Centre
<p><i>ESL and ITAS targets</i></p> <ul style="list-style-type: none"> - There are processes to identify gifted students from all cultural backgrounds - The composition of the school's gifted cohort is representative of the school's population (eg gender, cultural groups etc) - There are programs and strategies to support gifted students from all cultural backgrounds, including students considered at educational risk 				<ul style="list-style-type: none"> - Gifted Guidelines: Identification Process - Gifted Guidelines: School Program Continuum
<p><i>NTCE & VET completions</i></p> <ul style="list-style-type: none"> - Students, including gifted students, are supported to develop high levels of skills and talents across the range of education and training options 				
<p><i>Students with disabilities</i></p> <ul style="list-style-type: none"> - There are processes to identify gifted students who also have physical and/or learning disabilities - Educational Adjustment Plans are developed for all gifted students with disabilities, outlining support for areas of both strengths and needs 				<ul style="list-style-type: none"> - Gifted Guidelines: Identification Process - Gifted Guidelines: Gifted Education Adjustment Plans
<p><i>SSABSA results</i> <i>Tertiary Entrance Rankings</i></p> <ul style="list-style-type: none"> - Data is analysed to assist with future planning and curriculum delivery for gifted students 				

Accountability and Performance Improvement Framework Checklist – Gifted Education (Contd)

1. TEACHING AND LEARNING	1	2	3	Resources
Curriculum Delivery				
<i>Curriculum leadership</i> - There is a school policy for gifted education				- Gifted Guidelines: School Planning
<i>Defined scope and sequence in curriculum</i> Curriculum design enables gifted students to: <ul style="list-style-type: none"> - Progress at a pace commensurate with their abilities - Engage with curriculum that is complex and challenging - Allows for the pursuit of indepth learning opportunities in particular areas of skills, talents or interests 				
<i>Quality control of assessments, validation and moderation processes</i> <ul style="list-style-type: none"> - A coordinator of gifted education monitors classroom programs for gifted students across the school - Evidence of high quality work is gathered on a regular basis - Portfolios of high quality work exist in all subject areas - Portfolios of high quality student work are moderated within and between schools 				
Monitoring and Assessment				
<i>Intervention approaches for students at educational risk (including gifted students)</i> For all gifted students considered at educational risk: <ul style="list-style-type: none"> - Intervention strategies are established - The Intervention First process is documented - Education Adjustment Plans are developed - Education Adjustment Plans are regularly reviewed - Systems exist for monitoring and tracking of their progress 				<ul style="list-style-type: none"> - Gifted Guidelines: Overview - Gifted Guidelines: Intervention First Process for Gifted Students - Gifted Guidelines: Gifted Education Adjustment Plans
<i>Developing assessment literacy capacity</i> <ul style="list-style-type: none"> - Teachers use a range of literacy assessment practices to capture accurate information about high levels of literacy skills 				

Accountability and Performance Improvement Framework Checklist – Gifted Education (Contd)

2. STUDENT WELL-BEING AND ENGAGEMENT	1	2	3	Resources
Leadership				
<p><i>Positive learning environments</i></p> <ul style="list-style-type: none"> - Staff can identify gifted students considered at educational risk - The wellbeing of gifted students is included as part of school wellbeing meetings - Staff know how to access to information about the social and emotional needs of gifted students, including students considered at educational risk - Personnel both within and outside of the school have been identified who can support the social and emotional needs of gifted students 				<ul style="list-style-type: none"> - Gifted Guidelines: Identification Process - Gifted Guidelines: Steps for Referral to Student Services Division - Student Services Division: Wellbeing and Pathways
<p><i>High expectations and shared responsibility</i></p> <ul style="list-style-type: none"> - All staff are aware of the students who have been identified as gifted - All staff have planned appropriate expectations of the learning outcomes of gifted students - Students have opportunities to negotiate their learning opportunities 				
Relationships				
<p><i>Students Leadership</i></p> <ul style="list-style-type: none"> - There are a range of leadership opportunities for gifted students both within and outside of the school 				
<p><i>Behaviour Management</i></p> <ul style="list-style-type: none"> - There are processes to manage the behaviour of students, including gifted students - Behaviours that may indicate gifted students at educational risk are addressed through the school's intervention strategies 				<ul style="list-style-type: none"> - Students Services Division: Wellbeing and Pathways
<p><i>Student and Parent perceptions</i></p> <ul style="list-style-type: none"> - There are processes and regular opportunities for students and parents to have input about the well being and educational needs of gifted students 				<ul style="list-style-type: none"> - DET: APIF Perception Surveys

Accountability and Performance Improvement Framework Checklist – Gifted Education (Contd)

2. STUDENT WELL-BEING AND ENGAGEMENT	1	2	3	Resources
Inclusivity				
<i>Targeted programs</i> <ul style="list-style-type: none"> - All gifted students have access to programs that support their abilities and talents - There are programs to support specific cohorts of gifted students based upon abilities, interests and learning preferences, including gifted students considered at educational risk 				
<i>Learning environments</i> <ul style="list-style-type: none"> - There is a range of learning environments accessed by gifted students to meet their needs - There is flexibility in the physical groupings of gifted students 				
Engagement				
<i>Attendance</i> <ul style="list-style-type: none"> - Attendance data is monitored as a possible indicator of gifted students at educational risk 				
<i>Mobility</i> <ul style="list-style-type: none"> - Data about student mobility is used to assist with future planning for students, including gifted students - Timely processes exist for the communication of information between schools to ensure consistency of programs for students, including gifted students 				
<i>Pathways – middle years, secondary</i> <ul style="list-style-type: none"> - The learning outcomes of gifted students are tracked to ensure consistent progress over time 				
<i>National Safe Schools Framework</i> <ul style="list-style-type: none"> - The school has procedures and programs in place to develop a supportive learning environment for all students, including gifted students 				<ul style="list-style-type: none"> - Students Services Division: Safe Schools NT
<i>Suspensions</i> <ul style="list-style-type: none"> - Suspension data is monitored as a possible indicator of gifted students at educational risk 				
<i>Student Leadership</i> <ul style="list-style-type: none"> - There is a range of educational opportunities for gifted students to be leaders of the school 				

Accountability and Performance Improvement Framework Checklist – Gifted Education (Contd)

3. STUDENT PATHWAYS AND TRANSITIONS	1	2	3	Resources
Leadership				
<i>Planning with local schools</i> <ul style="list-style-type: none"> - Staff collaborate to develop programs and combine resources for gifted students across local schools 				
Retention				
<i>Number of students retained</i> <i>Student turnover</i> <ul style="list-style-type: none"> - Student retention data is used as part of planning and reviewing of curriculum delivery 				
<i>Preschool to Transition</i> <i>Year 6 to 7</i> <i>Year 9 to 10</i> <i>Year 10 to 12</i> <ul style="list-style-type: none"> - Information about students' giftedness, programs undertaken and progress is recorded in their student records - There is a timely process for the effective transfer of information about gifted students at transition points 				
Destinations				
<i>Jobs Plan 3 and Education and Training programs</i> <i>Choices (curriculum map)</i> <i>Making pathways explicit</i> <ul style="list-style-type: none"> - Educational plans are documented for gifted students who have progressed through subjects or year levels at a faster rate than their peers - There is continuity of programs between year levels and schools for students who have progressed at a faster rate 				<ul style="list-style-type: none"> - Gifted Guidelines: Special Placement of Gifted Students

Accountability and Performance Improvement Framework Checklist – Gifted Education (Contd)

Partnerships and Engagement				
<p><i>Relationships / partnerships with RTOs</i></p> <ul style="list-style-type: none"> - There are opportunities for gifted students to access other education and training opportunities in the community as required 				
<p><i>Relationships / partnerships with businesses</i></p> <ul style="list-style-type: none"> - There are opportunities for gifted students to access business contexts for learning - There are opportunities to develop training partnerships with businesses 				
<p><i>Relationships with feeder schools</i></p> <ul style="list-style-type: none"> - There are options for gifted students to access learning opportunities in other schools as appropriate - There are opportunities for gifted students to interact with gifted students from other year levels or schools 				
<p><i>Early age of entry</i></p> <ul style="list-style-type: none"> - There are procedures in place for early entry to preschool for gifted students - There are procedures in place for early entry to school for gifted students 				<ul style="list-style-type: none"> - Gifted Guidelines: Special Placement of Gifted Students
<p><i>Parental engagement with Transition</i></p> <ul style="list-style-type: none"> - Parents are involved with transition planning for their gifted child 				<ul style="list-style-type: none"> - Gifted Guidelines: Special Placement of Gifted Students

Accountability and Performance Improvement Framework Checklist – Gifted Education (Contd)

4. ORGANISATIONAL HEALTH AND LEARNING	1	2	3	Resources
Leadership				
<p><i>Understanding of and commitment to implementing the DET priorities</i></p> <ul style="list-style-type: none"> - Strategic plans about gifted education are linked to and are an integral part of all priority areas of the DET plan 				- DET Plan
<p><i>A collaborative approach exists in the school, with staff appropriately involved in leadership and management roles</i></p> <ul style="list-style-type: none"> - There is a coordinator of gifted education in the school - The coordinator is aware of the school's strategic plans and priorities and monitors progress towards these 				
<p><i>A collaborative approach to establishing and reviewing the school's ethos, priorities and general policy</i></p> <ul style="list-style-type: none"> - School staff are aware of the DET policy and procedures to support gifted students - School staff have input into the school priorities, plans and policy in gifted education - School staff are aware of their associated roles and responsibilities towards the implementation of priorities, plans and policy 				
Staff Professional Learning				
<p><i>Linkages to the School priorities</i></p> <ul style="list-style-type: none"> - Gifted education is an integral part of the School's Strategic Improvement Plan and Annual Operational Plan 				
<p><i>Access to professional development opportunities</i></p> <ul style="list-style-type: none"> - Staff are aware of how to access DET policy and guidelines in gifted education - Staff are aware of and supported to attend professional learning opportunities in gifted education - Staff are encouraged to participate and share in action learning opportunities in gifted education - Induction for new staff includes information about gifted education in the school 				- DET Professional Learning
Staff Management				
<p><i>Performance reviews that comply with DET requirements are in place for all staff</i></p> <ul style="list-style-type: none"> - Individual accountability in gifted education is addressed through the DET Performance Management Framework 				- DET Performance Management Framework



Accountability and Performance Improvement Framework Checklist – Gifted Education (Contd)

5. COMMUNITY ENGAGEMENT	1	2	3	Resources
Leadership				
<p><i>Communicates change that is needed in the future</i></p> <ul style="list-style-type: none"> - Issues about gifted education are regularly reviewed with school staff 				
<p><i>Communicates clear goals</i></p> <ul style="list-style-type: none"> - There are formal and informal channels to communicate the school's approach in gifted education such as the parent handbook, school newsletters and Annual Performance Report 				
<p><i>Opportunities are provided for the meaningful involvement of parents in decision making about their children and the school</i></p> <ul style="list-style-type: none"> - Parents are actively involved in the identification of gifted children - Parents have knowledge and involvement with their gifted child's education plans - Student have input into their learning programs 				
<p><i>Community access to the school</i></p> <ul style="list-style-type: none"> - The community has access to information about the school's approach to gifted education 				
<p><i>Participation of minority groups</i></p> <ul style="list-style-type: none"> - Input is sought from minority groups about gifted education in the school 				
<p><i>Interactions with the community / school council</i></p> <ul style="list-style-type: none"> - The school council has input into the plans and priorities in gifted education as part of the Strategic Improvement Plan and Annual Operational Plan - The school council has endorsed the school's approach to gifted education through the Strategic Improvement Plan, Annual Operational Plan, Gifted Policy and Annual School Report 				
Relationships with External Organisations and Parents				
<p><i>Parental satisfaction</i></p> <ul style="list-style-type: none"> - There are processes for parents to provide feedback to the school about gifted education processes 				
<p><i>Communication</i></p> <ul style="list-style-type: none"> - There are a range of options used to communicate with external organisations and parents 				
<p><i>School decision making</i></p> <ul style="list-style-type: none"> - There are clear consultation and decision making processes in place to support decision making about gifted education practices in the school 				

Reporting to parents – School Annual Report

- Information about gifted education is included in the school annual report, outlining progress towards the Strategic Improvement Plan and Annual Operational Plan

Accountability and Performance Improvement Framework Checklist – Gifted Education (Contd)

6. FINANCIAL HEALTH	1	2	3	Resources
Leadership				
<i>Consultation in budget development</i>				
<ul style="list-style-type: none"> - There is consultation with the school community about the budget for gifted programs 				
<i>Opportunities for leadership in the management of financial and physical resources is afforded to staff</i>				
<ul style="list-style-type: none"> - There is a coordinator of gifted education who oversees resource allocation for gifted programs 				
Strategies to Mitigate Financial Risk				
<i>Monitor targeted funds</i>				
<ul style="list-style-type: none"> - DET and Commonwealth grants received for gifted education purposes are monitored and acquitted 				<ul style="list-style-type: none"> - AGQTP - Student Services Division: Gifted Education
<i>Transparent and rigorous budget development process</i>				
<ul style="list-style-type: none"> - There is an specific allocation of resources to gifted programs - The school council has endorsed the school budget allocation for gifted programs 				
<i>Compliance with DET policy and guidelines</i>				
<ul style="list-style-type: none"> - School resources are allocated to support the implementation of the DET policy and guidelines in gifted education 				
<i>Resources directed at school priorities (linkages to the School Improvement Plan and Annual Operational Plan)</i>				
<ul style="list-style-type: none"> - There are clear links between the Strategic Improvement Plan and Annual Operational Plan for gifted education and funds allocated to implement the plans 				

Strategic Improvement Plan – Gifted Education

Key Results Area	Teaching and Learning
Improvement Goal	
Priority	
Improvement Target/s	
Strategies	
Strategy Leader	

Key Results Area	Student Well-Being and Engagement
Improvement Goal	
Priority	
Improvement Target/s	
Strategies	
Strategy Leader	

Strategic Improvement Plan – Gifted Education (Contd)

Key Results Area	Student Pathways and Transitions
Improvement Goal	
Priority	
Improvement Target/s	
Strategies	
Strategy Leader	

Key Results Area	Organisational Health and Learning
Improvement Goal	
Priority	
Improvement Target/s	
Strategies	
Strategy Leader	

Strategic Improvement Plan – Gifted Education (Contd)

Key Results Area	Community Engagement
Improvement Goal	
Priority	
Improvement Target/s	
Strategies	
Strategy Leader	

Key Results Area	Financial Health
Improvement Goal	
Priority	
Improvement Target/s	
Strategies	
Strategy Leader	

School Gifted Committee Responsibilities

Objectives

- To develop a whole of school approach to gifted education
- To develop sustainable practices in gifted education

Membership

- Teachers
- School Administration
- Gifted Education Co-ordinator
- Parent representatives

Responsibilities

APIF Checklist

- Assist with gathering and analysis the school priorities in gifted education using the APIF Checklist – Gifted Education

Strategic Improvement Plan and Annual Operational Plan

- Have input into establishing priorities as part of the Strategic Improvement Plan and Annual Operational Plan

Implement Strategic Improvement Plan

- Assist with the implementation of the priorities through the Annual Operational Plan

School Policy

- Have input into the development and review of the school gifted policy and procedures

Communication

- Investigate options to raise community awareness of gifted education in the school

Involvement

- Consider options for community involvement in gifted education

(Insert school name / logo)

School Gifted Education Policy Template

Rationale

The school's gifted education policy is based upon the aims and recommendations of *The Northern Territory Policy for the Education of Gifted Students 2006*. In order for gifted students to maximise their educational outcomes, our school needs to:

- Recognise students' special abilities and learning needs;
- Develop their talents and potential capacity;
- Assist with promoting their optimum development;
- Build upon their existing levels of learning;
- Engage, inspire, motivate and challenge them.

Definition

Gifted students are regarded as those who perform, or have the potential to perform, in one or more domains at a level significantly beyond children of the same age, culture, or circumstances. *(Definition as stated in the DET Policy for the Education of Gifted Students in the Northern Territory)*

Aims

Our school aims to provide support gifted students by:

(Outline aims identified as part of Key Learning Areas of the Strategic Action Plan and Annual Operational Plan)

- Teaching and Learning:
- Student Well-Being and Engagement:
- Student Pathways and Transitions:
- Organisational Health and Learning:
- Community Engagement:
- Financial Health:

Implementation

Our school will strive to implement these aims through:

- Supporting School and DET Documents:
- Strategies:
- Timeframe:
- Organisational / Instructional Approaches:
- Monitoring Progress:
- Evidence Gathering:

Evaluation

This policy will be evaluated as part of the School Self-Review process:

- Date:
- By:



(Insert school name / logo)

Communication to School Community – Gifted Education Template

Definition

Gifted students are “those who perform, or have the potential to perform, in one or more domains at a level significantly beyond children of the same age, culture, or circumstances.”

(DET Policy for the Education of Gifted Students in the Northern Territory)

Characteristics

Our school believes that there are students who have special abilities and learning needs. Some of the characteristics of these students are:

(Outline characteristics of gifted students considered important in your school. A list of these can be found in the identification checklists of these DET Guidelines)

Identification

Our school aims to identify these students by:

(List steps that the school will undertake. Possible actions can be found under ‘Identification of Gifted Students’ DET Guidelines)

Programs

Our school endeavours to:

- Develop student talents and potential capacity;
- Assist with promoting optimum development;
- Build upon existing levels of learning;
- And engage, inspire, motivate and challenge students.

(DET Policy for the Education of Gifted Students in the Northern Territory)

Our school aims to achieve this by:

(Outline options available in the school, including special grouping, programs, classes etc. Further information can be found under ‘Whole School Approach’ DET Guidelines)

Further Information

Further information about our school processes and programs can be obtained by contacting:

(Contact details for the Principal or delegate, school gifted co-ordinator, or school gifted committee)

Additional Support

Additional support for parents can be obtained from the Northern Territory Association for the Education of the Gifted and Talented (NTAEGT). Contact details can be found at:

www.ntaegt.org.au

3. School Program Continuum - Gifted Education

Gifted Education Guidelines
to Support the Implementation of the

**Policy for the Education
of Gifted Students
in the Northern Territory
2006**

School Program Continuum – Gifted Education

Goals of Inclusive School Programs for Gifted Students

To have maximum participation of gifted students in appropriate programs by:

- Being inclusive of the range of abilities of students;
- Being responsive to student needs and changing student cohorts;
- Providing programs for those with potential as well as recognised talents or skills;
- Providing a continuum of programs and approaches;
- Maintaining flexibility in participation and delivery of programs.

Continuum of Programs

Gifted students can be accommodated through a range of school and class-based learning programs. Different types of programs will cater for different levels of student learning abilities.

Level	Program Type	Participation	Program Goals
1	Enhancement Programs offered across the school	For all students	To expose students to new interests, knowledge or skills
2	Enrichment and Extension Programs offered across the school	For some students with particular interests or skills	To further develop students' interests, knowledge or skills
3	Differentiated Programs offered within classrooms	For some students whose learning characteristics mean they require a differentiated learning approach	To extend or accelerate the learning of the students
4	Individualised Programs	For fewer students where classroom differentiation does not cater for their educational needs	To meet the specific requirements of students who have additional learning needs

Determining Relevance of Learning Experiences for Gifted Students

To determine whether a learning experience is designed for gifted students, Passow (1988) suggested asking 3 questions:

- Would all students want to be involved in the learning experience?
- Could all students be involved in the learning experience?
- Should all students be expected to succeed in the learning experience?

If the answer is **yes** to any of the questions, then the learning experience is not designed to cater for the needs of gifted students.

Passow, A.H. (1982). Differentiated Curricula for the Gifted / Talented. In Curricula for the Gifted: Selected Proceedings for the First national Conference on Curricula for the Gifted / Talented (4-20). Ventura, CA, National / State Leadership Training Institute on the Gifted and Talented.

School Program Continuum – Gifted Education (Contd)

Planning a Balance of Gifted Programs

School programs should accommodate the range of student abilities and talents as outlined in the *Policy for the Education of Gifted Students in the Northern Territory (2006)*.

Purpose	Examples
<p>Participants: All students can participate</p> <p>Grouping: Heterogeneous groups</p> <p>Duration: Short to medium term duration</p> <p>Program Type: Often extra-curricula, additional to core curriculum</p> <p>Program Objectives: Designed for students to -</p> <ul style="list-style-type: none"> • Broaden their interests and understandings • Experience a range of activities that may spark further interest • Increase participation and motivation for learning 	<p>Intellectual: Competitions Clubs eg chess, debating, science CSIRO lessons Double Helix Club Excursions Science Week activities World Environment Day</p> <p>Creative: Choirs Concerts Art / drama festivals Class Eisteddfod performances Instrumental performances Assembly items School play</p> <p>Social / Emotional: Camps NAIDOC activities Cultural exchanges Harmony Day International Day of People with a Disability</p> <p>Sensorimotor: Sports Days</p>

A balance of programs at all four levels should be planned.

Level 1 - Enhancement Programs

Purpose	Examples
<p>Participants: Any interested students can participate</p> <p>Grouping:</p> <ul style="list-style-type: none"> • Groups based on common interests or skills • Groups may be formed from across several classes <p>Duration: Varied duration</p> <p>Program Type: Often additional programs that complement the core curriculum</p> <p>Program Objectives: Designed for many students to:</p> <ul style="list-style-type: none"> • Be challenged or extended in areas of interest; • Interact with others who have similar interests or skills; • Provide enrichment or extension in the area of interest or skill. 	<p>Intellectual: Writing with an author Maths problem solving group Tournament of the Minds Future Problem Solving Thinking skills challenges Business enterprises Competitions</p> <p>Creative: Specialised art lessons Drama group Music camp Interschool band</p> <p>Social / Emotional: Leadership courses</p> <p>Sensorimotor: Interschool athletics District sports competitions Interstate competitions</p>

School Program Continuum – Gifted Education (Contd)

Level 2 - Enrichment or Extension Programs

Purpose	Examples
<p>Participants: Students in the mild to moderate gifted range*</p> <p>Grouping: Groups for differentiated programs may be:</p> <ul style="list-style-type: none"> • Formed within one class • Organised across two or more classes <p>Duration: Ongoing</p> <p>Program Type:</p> <ul style="list-style-type: none"> • Core programs are modified or differentiated • Program are designed to match students' learning characteristics, styles and preferences <p>Program Objectives: Designed for students to:</p> <ul style="list-style-type: none"> • Be extended and broadened in their learning; • Access opportunities for deeper learning; • Learn at a faster pace • Use knowledge and skills in more complex and abstract applications <p>* As 10% of students are regarded as gifted in the NT, all teachers should proactively plan level 3 approaches.</p>	<p>Groupings: Streamed classes Within grade extension groups Across class (same grade) extension group Across grade (different grades) extension group Cluster groups within a class Withdrawal groups from across classes</p> <p>Strategies: June Maker's Differentiation Model (content, process, product, learning environment differentiation) Curriculum Differentiation Plan Student learning contracts Higher order thinking tasks Tiered assignments Resident experts Anchor activities Group investigations Learning buddies Learning centres</p> <p>Approaches: Problem solving approach Enquiry learning Rich Tasks</p>

School Program Continuum – Gifted Education (Contd)

Level 3 - Differentiated Programs

Level 4 Individualised Programs

Purpose	Examples
<p>Participants:</p> <ul style="list-style-type: none"> • Students in the moderately, highly, exceptionally or profoundly gifted ranges • Students with additional learning needs <p>Grouping:</p> <ul style="list-style-type: none"> • Grouping with similar ability students • Individual learning <p>Duration: Ongoing, long term</p> <p>Program Type:</p> <ul style="list-style-type: none"> • An Education Adjustment Plan is essential • Programs may differ significantly from the core programs of their age peers • Substantial changes may be required to match their learning needs • Planning and tracking of the students educational pathways is necessary <p>Program Objectives: Designed for students to access programs that:</p> <ul style="list-style-type: none"> • Cannot be easily implemented or accommodated in mainstream classes with their age peers • Match their level and rate of learning • Cater to their social and emotional needs • Increase their motivation and engagement 	<p>Groupings: Placement in higher subject level class Placement in higher year level Dual Enrolments – different subjects at different schools or other learning institutions Independent Studies Online learning Gifted units or classes Community Based Learning</p> <p>Strategies: Curriculum compacting Accelerated learning Mentors / tutors Distance learning subjects Online learning programs Withdrawal programs Social / emotional programs Counselling Remediation support</p> <p>Approaches: Renzulli type 3 learning – real life investigations Rich Tasks Autonomous Learning Model Problem solving approach Enquiry learning</p>

School Program Continuum – Gifted Education (Contd)

School Program Continuum – Gifted Education

Year Overview

Year:

Term	Level 1 Enhancement Programs	Level 2 Enrichment and Extension Programs	Level 3 Differentiated Programs	Level 4 Individualised Programs
1				
2				
3				
4				

School Program Continuum – Gifted Education

Term Overview

Year	Term
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Level 1 Enhancement Programs

Program	Details

Level 2 Enrichment and Extension Programs

Program	Details

Level 3 Differentiation Programs

Program	Details

Level 4 Individualised Programs

Students	Details



4. Identification Process - Gifted Education

Gifted Education Guidelines
to Support the Implementation of the

**Policy for the Education
of Gifted Students
in the Northern Territory
2006**

Identification Process - Gifted Education

Purpose

The purpose of identification procedures is to determine the students with high levels of abilities or talents who subsequently require differentiated educational programs.

Goal

To use multiple information sources to determine the potential ability or actual talents of students.

Step 1 – School-Based Screening

Who?	<ul style="list-style-type: none"> For all students Conducted as part of school-wide processes by all teachers
When?	<p>For example:</p> <ul style="list-style-type: none"> Beginning of the school year At set year levels
What?	<p>Screening Tests - examples include:</p> <ul style="list-style-type: none"> Early Years Developmental Screening Tests Class-based Testing

Step 2 – Checklists for Giftedness

Who?	<ul style="list-style-type: none"> For any student/s who may be considered as gifted, or as having high potential or performance Would be completed by a range of people who know the student/s
When?	<ul style="list-style-type: none"> When the class teacher knows the student/s well enough to complete the checklist When requested by parents
What?	<ol style="list-style-type: none"> NT DET Checklists that could be used include: <ul style="list-style-type: none"> General Checklist For Teachers Checklist for Indigenous Students with High Academic Potential Checklist for Identifying Gifted Children in Preschool Checklist for Identifying Underachieving Gifted Students Checklist for Teachers – Dual Exceptionalities (Giftedness & Learning Disability) Checklist for Parents / Guardians Peer Group Observation Inventory Other checklists that could be used include: <ul style="list-style-type: none"> Primary and Secondary Teacher Nomination Form (Merrick, 2004) Screening Assessment for Gifted Elementary and Middle School Students– Second Edition (SAGES – 2) Harslett Scales for Rating the Behavioural Characteristics of Academically and Intellectually Gifted Aboriginal Students Sayler Gifted and Talented Checklist for Teachers Sayler Gifted and Talented Checklist for Parents



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Identification Steps - Gifted Education (Contd)

Step 3 – Ability and Academic Screening Assessments

Who?	<ul style="list-style-type: none"> For any student where more information is required to establish ability and skills levels Conducted by class teachers or specialist teachers where test restrictions apply
When?	<ul style="list-style-type: none"> As required
What?	<ol style="list-style-type: none"> Standardised General Ability Tests – examples include: <ul style="list-style-type: none"> AGS Early Screening Profiles Raven's Coloured Progressive Matrices Raven's Standard Progressive Matrices Reasoning Progress Tests Screening Assessment for Gifted Elementary Students Middle Years Ability Test Standardised Achievement Tests – examples include: <ul style="list-style-type: none"> Kaufman Test of Educational Achievement Kaufman Test of Educational Achievement – Brief Form Kaufman Survey of Early Academic and Language Skills Wechsler Individual Achievement Test – II <p>Other Achievement Tests – examples include:</p> <ul style="list-style-type: none"> MAP test results Above grade level tests Academic competitions results

Step 4 – Psychological Assessments

Who?	<ul style="list-style-type: none"> May be conducted for some students where further information is required about ability levels, or there are discrepancies between potential and actual performance; Conducted at the discretion of a School Guidance Officer or Registered Psychologist.
When?	<ul style="list-style-type: none"> As required
Why?	<ul style="list-style-type: none"> To establish level of giftedness for appropriate programming; To determine suitability for accelerated or special placement; As required for placement in a gifted unit; To determine whether the student is performing to potential; To determine whether the student may be gifted but have additional learning needs.
What?	<p>IQ assessments – examples include:</p> <ul style="list-style-type: none"> Wechsler Abbreviated Scale of Intelligence (WASI), for 6 – 89 years Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R), for 3 - 7 years Wechsler Intelligence Scale for Children-IV (WISC-IV), for 6 - 17 years Stanford-Binet 5, for 2 - 85+ years

Teacher Checklist – Identifying Gifted Students

This checklist is based upon Gagne’s Differentiated Model of Giftedness and Talent, which has been adopted by DET in the *Policy for the Education of Gifted Students in the Northern Territory*, as well as Bloom’s Taxonomy of Learning’ and William’s Model of Creativity. The checklist is intended for use by teachers in the Northern Territory and is aimed at identifying characteristics that may indicate giftedness in students.

As gifted students are a heterogeneous group, a variety of the characteristics in different combinations may be exhibited. Students may not display all the characteristics listed, and the characteristic may be manifested through positive and / or negative behaviours.

Student Name	Date
School	Year Level
Teacher	Age

Instructions: Circle the number that best describes the student when compared to other age peers.

1 – Never; 2 – Low; 3 – Average; 4 – High; 5 - Very High

INTELLECTUAL ABILITIES	1	2	3	4	5
Knowledge Acquisition					
1. Rapid learning ability					
2. Enjoys complex and/or abstract ideas					
3. Engages with many ‘adult’ issues or problems					
4. Verbal proficiency; has a large or advanced vocabulary					
5. Keen attention to detail					
6. Keen powers of observation					
7. Excellent memory					
8. Quick recall of information					
9. Knowledge of many topics beyond peer group level; wide general knowledge					
10. Deep knowledge or skills in special interest areas					
11. Wide range of interests					
Knowledge Comprehension					
12. Quick to understand new ideas					

13. Processes information in complex ways					
14. Advanced verbal comprehension					
15. Early or avid reader – reads and understands sophisticated or difficult material					
16. Quick and easy understanding of mathematical concepts					

Teacher Checklist – Identifying Gifted Students (Contd)

Application of Knowledge	1	2	3	4	5
17. Enjoys intellectual 'play' – manipulating ideas, fantasy, images					
18. Enjoys puzzles or games					
19. Sophisticated / unusual sense of humour					
20. Able to easily see similarities / differences					
Analysis Abilities					
21. Enhanced ability in abstract reasoning or analysing knowledge					
22. Thinks logically and critically					
23. Rapid insight into why things have happened; Needs to know how or why of things					
24. Able to generalise ideas into broader or underlying concepts across subjects, events, people					
25. Mature judgement for age					
Evaluation					
26. Ability to reflect on his/her learning and take responsibility for future learning					

CREATIVE ABILITIES	1	2	3	4	5
Fluency					
27. Ability to think of multiple applications for an idea or concept					
28. Comes up with several solutions to a problem					
29. Enjoys hypothesising					
30. Good guesser; asks "what if" questions readily					
Flexibility					
31. Inventive					
32. Challenged by creative tasks					
33. High degree of creativity in thinking					
34. Willingness to express ideas in various forms					

Teacher Checklist – Identifying Gifted Students (Contd)

CREATIVE ABILITIES	1	2	3	4	5
Originality					
35. Comes up with clever, unique or unusual solutions or suggestions					
36. Enjoys speculating					
37. Original thinking in communication					
38. Original thinking in design					
39. Doesn't mind being different from others					
40. Innovative thinker					
Elaboration					
41. Improvises					
42. Ability to embellish or add decoration to an idea					
43. Words and ideas can be elaborate					
44. Can produce new steps, ideas, responses or other embellishments to a basic idea, situation, or problem.					
Risk-taking					
45. Less intellectually inhibited than their peers in expressing opinions and ideas; often exhibits spirited disagreement					
Curiosity					
46. High level of curiosity about objects, ideas, situations, or events					
47. Constantly asks questions					
Complexity					
48. Ability to build upon previous ideas or objects and produce ideas showing greater detail or complexity					
Imagination					
49. Vivid imagination					
EMOTIONAL ABILITIES	1	2	3	4	5
50. Becomes intensely involved or absorbed in certain topics or problems					
51. Persists with tasks of interest until completed					
52. Becomes bored with routine tasks					
53. Not easily satisfied with work; perfectionist; self critical					
54. Able to set goals and work towards these					
55. Requires little direction to complete tasks					



56. Often stubborn in beliefs					
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Teacher Checklist – Identifying Gifted Students (Contd)

EMOTIONAL ABILITIES	1	2	3	4	5
57. Loves to organise and bring structure to things, people or situations					
58. Uninhibited in expressing opinions, may be spirited in disagreement					
59. Strong aesthetic sense					
SOCIAL ABILITIES	1	2	3	4	5
60. Perceptive of others feelings / needs					
61. Compassion for others					
62. Sense of justice – great concern for right and wrong					
63. Can be very judgemental of others					
64. Leadership					
65. Tactful					
66. Empathy for others					
67. Can cope with responsibility					
SENSORI-MOTOR ABILITIES	1	2	3	4	5
68. High degree of energy					
69. High degree of alertness					
70. Excellent physical co-ordination					
71. Physically coordinated; graceful in movement					
72. Ability to read the game, especially team sports					
SKILLS / TALENTS	1	2	3	4	5
73. English					
74. Humanities					
75. Mathematics					
76. Science					
77. Arts (visual, drama, music, etc)					
78. Technology (trades, crafts, electronics, computers etc)					
79. Computer skills					
80. Sports (individual, team)					
81. Business					
82. Mechanical					
83. Other:					



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Teacher Checklist – Identifying Gifted Students (Contd)

Teachers may provide other anecdotal information about the student, which may be important in compiling a comprehensive profile. This may include information about the student's:

- a. Approach to learning;
- b. Relationships with peers;
- c. Participation in any special school or community;
- d. Any outstanding ability;
- e. Potential ability;
- f. Special interests.

Teacher Checklist – Identifying Gifted Preschool Students

This checklist is intended as a general checklist for teachers of young children and is aimed at a student's innate abilities rather than what she or he has been taught. Young children will therefore exhibit a variety of these characteristics in different combinations. Like older gifted children, young gifted children will not display all the characteristics, nor will they necessarily display any one of them in a positive way.

Young gifted students may also have asynchronous development, where different aspects of their development progress unevenly. It is important for teachers to identify stages of development in order to program appropriately.

Student Name	Date
School	Year Level
Teacher	Age

Instructions: Circle the number that best describes the student when compared to other age peers.

1 – Never; 2 – Low; 3 – Average; 4 – High; 5 – Very High

INTELLECTUAL ABILITIES	1	2	3	4	5
Knowledge Acquisition					
1. Very observant of the environment					
2. Has an excellent memory					
3. Able to learn rapidly					
4. Able to read, or readiness for reading is advanced – for example, is able to recognise a number of words					
5. Is interested in and learns mathematical concepts easily					
6. Has a deep interest in a particular area of learning					
7. Enjoys learning new things					
8. May collect things					
9. Has a wide knowledge base					
10. Uses advanced vocabulary					
11. Uses advanced grammar or sentence structure					
Knowledge Comprehension					
12. Has a subtle or mature sense of humour					
Application of Knowledge					
13. Can relate prior knowledge to current learning					
14. Has a sophisticated sense of humour					

Teacher Checklist – Identifying Gifted Preschool Students (Contd)

Analysis Abilities					
15. Is interested in abstract terms (eg time, space)					
16. Recognises relationships between things					
17. Is interested in cause and effect relationships					
Evaluation					
18. Sceptical, critical, evaluative					

CREATIVE ABILITIES	1	2	3	4	5
Fluency					
19. May see lots of possibilities for various situations, or uses for objects					
Flexibility					
20. Thinks of many ways to do things					
Originality					
21. May see solutions that rarely occur to others					
Elaboration					
22. Can explain about things in detail					
23. Incorporates new ideas into play					
Risk-taking					
24. Says what he/she thinks without regard for consequences					
Curiosity					
25. Very curious about many things					
26. Asks many questions					
Complexity					
27. Challenged by complex puzzles					
Imagination					
28. Great imagination					
29. Frequent daydreamer					

Teacher Checklist – Identifying Gifted Preschool Students (Contd)

EMOTIONAL ABILITIES	1	2	3	4	5
30. Long attention span, particularly when engaged in an activity that especially interests him/her					
31. Strongly motivated to do things that interest him/her, unwilling to work on other activities					
32. Perseveres when confronted by obstacles					
33. Easily bored					
34. Emotionally sensitive					
35. Advanced sense of justice and fairness (and may not be able to understand responses of age peers)					
36. Are mature for their age at times					

SOCIAL ABILITIES	1	2	3	4	5
37. Is a leader and able to influence others to achieve goals					
38. Prefers working alone, resists working co-operatively					
39. Self-confident with her/his peers and/or adults					
40. Prefers company of older children or adults					

SENSORI-MOTOR ABILITIES	1	2	3	4	5
41. High energy level					
42. Advanced eye / hand co-ordination					
43. Difficulty with handwriting or pencil use					

SKILLS / TALENTS	1	2	3	4	5
44. Specific talent in one or more of the arts					
45. Other talent area:					

Teachers may wish to provide other anecdotal information about the student, which may be important in compiling a comprehensive profile. This may include information about the student's:

- a. Approach to learning;
- b. Relationships with peers;
- c. Participation in any special school or community;
- d. Any outstanding ability;
- e. Potential ability;
- f. Special interests.

Teacher Checklist – Identifying Underachieving Gifted Students

Many gifted students do not achieve to their ability while at school. They often display negative learning and behavioural characteristics, which do not obviously indicate giftedness. This list of possible characteristics for underachieving students, who may be gifted, will assist teachers and others to identify such students. As with other checklists, a particular student may only display some of these characteristics. If after completing this checklist, a teacher or parent does suspect that a child is a gifted underachiever, then further evidence should be collected using other identification instruments.

Student Name	Date
School	Year Level
Teacher	Age

Instructions: Tick the number that best describes the characteristics displayed by the student.

1 – Never; 2 – Rarely; 3 – Sometimes; 4 – Often; 5 - Always

Characteristic	1	2	3	4	5
1. Bored and turned off school					
2. Unmotivated in tasks which require written work					
3. Inattentive in class and appears to be absorbed in a private world					
4. Impatient of others and prone to make tactless comments					
5. Very critical of his or her own abilities					
6. Not good at developing social relations with peers					
7. Capable of displaying unusual behaviour such as being the class clown					
8. Outwardly self-sufficient but inwardly lacks positive self-esteem					
9. Excellent in terms of oral abilities					
10. More friendly with older pupils and/or adults than with age peers					
11. Creative when motivated in a particular task					
12. Able to persevere when motivated					
13. Likely to ask provocative questions and may challenge teacher as to purpose of learning					

14. Has good ideas but cannot translate them into practice					
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Teachers may wish to provide other anecdotal information about the student that may be important in compiling a comprehensive profile. This may include information about the student's approach to learning, her or his relationships with peers, any special programs in the school or community in which the student has participated, any outstanding ability or potential ability and special interests.

Teacher Checklist

Identifying Gifted Students With Additional Learning Needs

This checklist is based on the recognition that students may be gifted, but also have a concurrent learning disability or difficulty. The checklist is intended for use by teachers in the Northern Territory and is aimed at identifying characteristics that may indicate giftedness in students, as well as factors that may mask giftedness.

Gifted students are a heterogeneous group and the type and degree of learning disability or difficulty will affect the characteristics exhibited. Students may not display all the characteristics listed, and characteristics may be manifested through positive and/or negative behaviours. This checklist could also be used in conjunction with the 'Teacher Checklist – Identifying Gifted Students'.

Teachers may wish to provide other anecdotal information about the student, which may be important in compiling a comprehensive profile. This may include information about the student's approach to learning, relationships with peers, participation in any special school or community programs, any outstanding ability, potential ability or special interests.

Adapted from: Holt-Willard, C. (1999) Dual Exceptionalities, ERIC EC Digest #E574

Student Name	Date
School	Year Level
Teacher	Age

Instructions: Circle the number that best describes the student when compared to other age peers.

1 – Never; 2 – Low; 3 – Average; 4 – High; 5 - Very High

Gifted Students with Visual Impairment	1	2	3	4	5
Fast rate of learning					
Superior memory					
Superior verbal communication skills and vocabulary					
Advanced problem-solving skills					
Creative production or thought that may progress more slowly					



than sighted students in some academic areas					
Ease in learning Braille					
Great persistence					
Motivation to know					
Sometimes slower rate of cognitive development than sighted students					

Teacher Checklist – Identifying Gifted Students With Additional Learning Needs (Contd)

Gifted Students with Physical Disabilities	1	2	3	4	5
Development of compensatory skills					
Creativity in finding alternate ways of communicating and accomplishing tasks					
Impressive store of knowledge					
Advanced academic skills					
Superior memory					
Exceptional problem-solving skills					
Rapid grasp of ideas					
Ability to set and strive for long-term goals					
Greater maturity than age mates					
Good sense of humour					
Persistence, patience					
Motivation to achieve					
Curiosity, insight					
Self-criticism and perfectionism					
Cognitive development that may not be based on direct experience					
Possible difficulty with abstractions					
Possible limited achievement due to pace of work					

**Teacher Checklist - Identifying Gifted Students
With Additional Learning Needs (Contd)**

Gifted Students with Hearing Impairments	1	2	3	4	5
Development of speech-reading skills without instruction					
Early reading ability					
Excellent memory					
Ability to function in the regular school setting					
Rapid grasp of ideas					
High reasoning ability					
Superior performance in school					
Wide range of interests					
Non-traditional ways of getting information					
Use of problem-solving skills in everyday situations					
Possibly on grade level					
Delays in concept attainment					
Self starters					
Good sense of humour					
Enjoyment of manipulating environment					
Intuition					
Ingenuity in solving problems					
Symbolic language abilities (different symbol system)					

Teacher Checklist - Identifying Gifted Students With Additional Learning Needs (Contd)

Gifted Students with Learning Disabilities	1	2	3	4	5
High abstract reasoning ability					
Good mathematical reasoning ability					
Keen visual memory, spatial skills					
Advanced vocabulary					
Sophisticated sense of humour					
Imaginative and creative					
Insightful					
Exceptional ability in geometry, science, arts, music					
Good problem-finding and problem-solving skills					
Difficulty with memorisation, computation, phonics, and/or spelling					
Distractibility and/or disorganisation					
Supersensitivity					
Perfectionism					
Grasp of metaphors, analogies, satire					
Comprehension of complex systems					
Unreasonable self expectations					
Often, failure to complete assignments					
Difficulties with sequential tasks					
Wide variety of interests					

Teacher Checklist - Identifying Gifted Students With Additional Learning Needs (Contd)

Characteristics of Gifted Students Who Are Bored	1	2	3	4	5
Poor attention and daydreaming when bored					
Low tolerance for persistence on tasks that seem irrelevant					
Begin many projects, see few to completion					
Development of judgment lags behind intellectual growth					
Intensity may lead to power struggles with authorities					
High activity level; may need less sleep					
Difficulty restraining desire to talk; may be disruptive					
Question rules, customs, and traditions					
Lose work, forget homework, are disorganized					
May appear careless					
Highly sensitive to criticism					
Do not exhibit problem behaviours in all situations					
More consistent levels of performance at a fairly consistent pace					

Teacher Checklist - Identifying Gifted Students With Additional Learning Needs (Contd)

Characteristics of Students with ADHD	1	2	3	4	5
Poorly sustained attention					
Diminished persistence on tasks not having immediate consequences					
Often shift from one uncompleted activity to another					
Impulsivity, poor delay of gratification					
Impaired adherence to commands to regulate or inhibit behaviour in social contexts					
More active, restless than other children					
Often talk excessively					
Often interrupt or intrude on others (e.g., butt into games)					
Difficulty adhering to rules and regulations					
Often lose things necessary for tasks or activities at home or school					
May appear inattentive to details					
Highly sensitive to criticism					
Problem behaviours exist in all settings, but in some are more severe					
Variability in task performance and time used to accomplish tasks					
Differentiating between Giftedness and ADHD	Comment				
Could the behaviours be responses to inappropriate placement, insufficient challenge, or lack of intellectual peers?					
Is the child able to concentrate when interested in the activity?					
Have any curricular modifications been made in an attempt to change inappropriate behaviours?					
Has the child been interviewed? What are his/her feelings about the behaviours?					
Does the child feel out of control? Do the parents perceive the child as being out of control?					

Do the behaviours occur at certain times of the day, during certain activities, with certain teachers or in certain environments?

Teacher Checklist – Identifying Indigenous Students With High Academic Potential

This checklist is based upon the characteristics of learning that may indicate the potential for high academic achievement. It is important to note that the characteristics listed are more likely to be displayed if the students are learning in a culturally supportive environment. Programs for gifted and talented Aboriginal students will be most effective if they are developed in consultation with the local Aboriginal community.

(Adapted from *Teaching Strategies for a Clever Country*, pp. 19-20)

Student Name	Date
School	Year Level
Teacher	Age

Instructions: Circle the number that best describes the student when compared to other age peers.

1 – Never; 2 – Low; 3 – Average; 4 – High; 5 - Very High

INTELLECTUAL ABILITIES	1	2	3	4	5
Knowledge Acquisition					
1. Can generalise from experience					
2. Learns easily through practical experience					
3. Has a large storehouse of information					
4. Has a good memory; easy recall of experiences					
5. Enjoys reading a variety of texts					
6. Learns formal school English while maintaining first language					
7. Open to new ideas and techniques					
8. Keen observer of the environment					
Knowledge Comprehension					
9. Reads well in advance of age peers					
10. Likes recounting and telling stories					
Application of Knowledge					
11. Has a keen sense of humour					
12. Uses standard English effectively to communicate					



Analysis Abilities					
13. Can generalise ideas into broader concepts					
Evaluation					
14. Can take responsibility for future learning					

Teacher Checklist – Identifying Indigenous Students With High Academic Potential (Contd)

CREATIVE ABILITIES	1	2	3	4	5
Fluency					
15. Creative in verbal expression					
16. Creative in written expression					
17. Creative expression in more than one artistic medium					
Flexibility					
18. Can see ideas from other points of view					
Originality					
19. Can come up with new ideas or suggestions					
Elaboration					
20. Build on original ideas in new and interesting ways					
Risk-taking					
21. Willing to express ideas or opinions					
Curiosity					
22. Asks many questions					
Complexity					
23. Can produce ideas that show detail or complexity					
Imagination					
24. An imaginative thinker					
EMOTIONAL ABILITIES	1	2	3	4	5
25. Becomes absorbed and interested in things important to him/her					
26. Responds positively to culturally positive feedback					
27. Is assertive and confident in culturally supportive settings					
28. Is self-confident					
29. Is concerned with fairness					
30. Is sensitive towards people, places and things					
31. Accepts and adapts to change					
32. Positive attitude to school					

Teacher Checklist – Identifying Indigenous Students With High Academic Potential (Contd)

SOCIAL ABILITIES	1	2	3	4	5
33. Is concerned to advance self and community					
34. Good organiser of others					
35. Is popular with peers					
36. Has the ability to work cooperatively					
37. Is willing to display work to others					

SOCIAL ABILITIES	1	2	3	4	5
38. Is willing to speak in front of a group					
39. Is respected by others as a leader					
40. Functions effectively in varied social settings					
41. Accepts group leadership responsibility					
42. Is an active participant and organiser of school activities					
43. Parents/caregivers want her or him to do well at school					
44. Has a supportive home environment					
45. Looks after other children conscientiously					
46. Demonstrates and understands his/her role in family and community					
47. Participates and enjoys a range of activities both in and out of school					
48. Sometimes questions authority and rules					

SENSORI-MOTOR ABILITIES	1	2	3	4	5
49. High degree of energy					
50. High degree of alertness					
51. Excellent physical co-ordination					
52. Physically coordinated; graceful in movement					
53. Ability to read the game, especially team sports					

Teacher Checklist – Identifying Indigenous Students With High Academic Potential (Contd)

SKILLS / TALENTS	1	2	3	4	5
54. Has positive school reports and teacher comments					
55. Achieves above age peers in one or more subjects					
Fields of High Academic Achievement					
56. English					
57. Humanities					
58. Mathematics					
59. Science					
60. Arts (visual, drama, music, etc)					
61. Technology (trades, crafts, electronics, computers etc)					
62. Computer skills					
63. Sports (individual, team)					
64. Business					
65. Mechanical					
66. Other:					

Teachers may wish to provide other anecdotal information about the student, which may be important in compiling a comprehensive profile. This may include information about the student's:

- Approach to learning;
- Relationships with peers;
- Participation in any special school or community;
- Any outstanding ability;
- Potential ability;
- Special interests.

Parents / Guardians Checklist

SECTION A

Parents have information about their children that is sometimes unavailable to teachers and schools. It is important that information from parents is used by school communities to complement that gained from other sources, in order to build up a comprehensive profile of the child.

Student Name	Date
School	Year Level
Teacher	Age

Instructions: Circle the number that best describes the student when compared to other age peers.

1 – Never; 2 – Low; 3 – Average; 4 – High; 5 - Very High

INTELLECTUAL ABILITIES	1	2	3	4	5
Knowledge Acquisition					
1. Has advanced vocabulary; expresses herself / himself fluently and clearly					
2. Is an avid reader and/or has a keen interest in books					
3. Enjoys mathematics and/or science and understands mathematical and/or scientific concepts easily					
4. Thinks quickly and recalls facts, events and experiences easily					
5. Has a wide range of interests					
6. Wide general knowledge					
Knowledge Comprehension					
7. Follows complex directions					
Application of Knowledge					
8. Has an unusual or adult sense of humour					
Analysis Abilities					
9. Reasons things out; thinks logically					
Evaluation					
10. Sceptical, critical, evaluative					

Parents / Guardians Checklist (Contd)

CREATIVE ABILITIES	1	2	3	4	5
Fluency					
11. May see lots of possibilities for various situations, or uses for objects					
Flexibility					
12. Thinks of many ways to do things					
Originality					
13. Seeks his/her own answers and solutions to problems					
14. Non-conformist and may display eccentric behaviour					
Elaboration					
15. Can build on information with new ideas					
Risk-taking					
16. Is adventurous and takes risks					
Curiosity					
17. Often asks for explanations; questions almost everything					
18. Has a great deal of curiosity					
Complexity					
19. Interest in intellectual activities and complicated games such as chess					
Imagination					
20. Enjoys creative, imaginative play					

EMOTIONAL ABILITIES	1	2	3	4	5
21. Has a long attention span which allows him / her to concentrate on and persevere in problem-solving and pursuing interests					
22. Becomes bored easily					
23. Perfectionism; sets high goals					
24. Is impulsive – acts before she/he thinks					
25. Shows initiative, is independent and self-sufficient					
26. Sensitive to human issues and world problems					
27. Strong sense of fairness and justice					

Parents / Guardians Checklist (Contd)

SOCIAL ABILITIES	1	2	3	4	5
28. Prefers to be the leader of a group					
29. Likes 'grown-up' things and being with older people					
30. Likes meeting new people, speaking in front of a group					
31. Prefers to play alone					

SENSORI-MOTOR ABILITIES	1	2	3	4	5
32. High energy level; needs little sleep					
33. Has good physical coordination					

SECTION B

If you need more space to answer these questions in more detail please use separate sheets of paper and attach to this form.

How do you think your child is different from other children? Try to give specific examples.
What made you suspect that your child may be gifted?
Did your child read before he or she entered Transition? If yes, did your child teach himself or herself to read?
Does your child play a musical instrument? If so, which one/s?
In what activities outside school does your child participate?
What are your child's special hobbies or interests?

Parents / Guardians Checklist (Contd)

What books has she or he enjoyed recently?
What do you see as your child's special talents?
What are some of your child's unusual accomplishments, present or past?
What special opportunities, if any, has your child had?
How does your child relate to other children and adults?
What are your child's preferred activities when alone?
Does your child have special problems or needs?
Is there any other information about your child that you think it is important for the school and teachers to know?



Peer Group Observation Inventory

Student Name	Date
School	Year Level
Teacher	Age

Depending upon the age of the students, teachers may use all or some of these questions.

Question	Name of Person
Who is the best leader in the class?	
If the teacher were out of the class, which student would you go to help you with your work?	
Who understands best what the teacher says?	
Who thinks of the most unusual, wild or fantastic ideas?	
Who is the best at giving their point of view?	
Who would you like to have in your team?	
Who would you most like to be like?	
Who talks the most sense?	
If you cannot do something that you planned, who in your class is likely to come up with another plan or idea?	
Who thinks of the most ideas for misbehaving?	
Who is the most capable in physical education classes?	
With whom would you want to work on an art project?	
If you were going to sit for an important mathematics test, to whom would you go just beforehand?	
Who has the best sense of humour?	
Who would you really like to have at your party?	
Who is the most understanding of other people's feelings?	

Peer Group Observation Inventory (Contd)

Question	Name of Person
Who is aware of, and enjoys beautiful things?	
Who does not care if others think of them as being different?	
Who would be best to organise a concert?	
Who should thank a guest speaker?	
Who should have the main part in a class play?	
Who is the most fun to be with?	
In a music class, who would you choose to lead the singing?	
Who would be the best team or class captain?	
Who would you ask to help you if you had an important English test coming up?	
Who is the most curious about many things?	
Who is the hardest worker in the class? Who finds schoolwork easiest?	

Student Self-Evaluation Scale

Student Name	Date
School	Year Level
Teacher	Age

Please rate yourself according to the following scale:

1 = Seldom or never

2 = About half the time

3 = Usually or always

SECTION A

Question	1	2	3
I can solve problems			
I am interested in:			
Science			
Mathematics			
English			
Social Education			
Art / Music / Drama			
Other Subject: (please name)			
I am interested in school			
I know how to locate books and research materials to get information			
I am able to study well when I am alone			
I get along well with other students			
I am able to consider more than one solution to a problem			
Learning is important to me			
I am curious			
I am able to accept responsibility			
I think of original ideas			
I think that I understand my own strengths and weaknesses			



I am a leader			
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Student Self-Evaluation Scale (Contd)

SECTION B

Answer by placing a tick in the box next to the best answer.

Question 1. How long do you expect to go to school?	Tick One
Only until I can leave	
Until I graduate from high school	
After some education or training beyond high school	
Until I graduate from university	
Don't know	

Question 2. How fast do you learn material at school, compared to others?	Tick One
Much faster than most	
Just a little faster than most	
About the same as most	
Just a little slower than most	
Much slower than most	

Question 3. How often do you read an advanced text to learn more about a subject of interest to you?	Tick One
Not very often	
About once or twice a month	
About once a week	
A few times a week	
Once a day or more	



Student Self-Evaluation Scale (Contd)

SECTION B

Answer by placing a tick in the box next to the best answer.

Question 4. How much time do you spend in organised activities such as plays, bands, sports teams, student council, etc.?	Tick One
Most of my spare time	
Quite a bit	
Some time	
Very little	
None	

Question 5. Do you enjoy practising to develop your skills in art, craft, drama or music?	Tick One
Yes	
Sometimes	
No	
Not applicable	

Student Self-Evaluation Scale (Contd)

SECTION C

Please answer these questions in the space provided. You may choose not to answer some of the questions. All questions are completely confidential. Please use a separate sheet of paper if you need to.

What career are you planning to enter? Why did you choose that career?
If you could study any subject not being taught at your school, what would it be and why?
What do you think of your education? How do you think you learn best? What changes could be made to improve your learning?
Have any cultural works such as books, films, plays or art, held deep meaning for you? How were you affected by them?
How would you describe the quality of your relationships with other people, including strong and weak points?
What significance and value has friendship for you?
Are there any values and ideals, which you hold firmly as a result of your own experience? How do you express them in your life? Which have had the most meaning and significance for you?
What is your opinion about the present period in human history? In what ways do you think we are making progress or losing ground? What do you see as the major challenges facing people today?



5. Program Differentiation Plans - Gifted Education

Gifted Education Guidelines
to Support the Implementation of the

**Policy for the Education
of Gifted Students
in the Northern Territory
2006**

Checklist of Differentiation Strategies - Gifted Education

Learning Environment / Grouping	
Proactive strategies and/ or programs that develop a learning environment that encourages:	
• Student differences to be accepted and supported;	
• Students to feel safe in taking risks with their learning;	
• Teachers to have high expectations of their students;	
• Students to receive positive and realistic feedback;	
• Students to feel positive and engaged with learning;	
• Learning experiences that provide suitable challenges;	
• Students to become independent learners;	
• Student-centred learning;	
• Complex learning experiences, resources and tasks;	
• High mobility of students in and out of different settings	
Within class grouping organised by:	
• Ability;	
• Readiness;	
• Learning style;	
• Interests;	
• Cluster grouping;	
• Co-operative Learning.	
Across class groupings , same subject, same time, not withdrawn	
Extension withdrawal group within / across classes -	
• Same subject, same time;	
• Same subject, different time;	
• Same subject, intensive block of time;	
• Different subject, same time;	
• Different subject, different time;	
• Advanced subject/grade placement within / outside of school.	
Additional teaching support:	
• Collaborative Teaching;	
• Use of mentor / expert;	
• Use of volunteers / parents.	

Checklist of Differentiation Strategies - Gifted Education (Contd)

Content	
Increased level of abstract concepts facilitating deep learning;	
Increased complexity of concepts and interrelationships of concepts;	
Increased number / variety of concepts presented throughout unit of work;	
Study people involved in the content area;	
Adopt the methods of inquiry adopted used by real practitioners in the field;	
Make real world connections with content;	
Make connections made with other disciplines – integrated learning.	

Resources	
Wide variety of resources	
Variety of resource formats	
Increased complexity of resources	
Interest Centres	

Process (Including Higher Order Thinking Skills)	
Students provided with choice of activities, learning experiences, products, assessments	
Learning tasks are open-ended	
Variable pace of learning – facilitate less time on lower order thinking and more time on higher order thinking tasks	
Problem-based or inquiry-based learning methods: <ul style="list-style-type: none"> • Creative Problem Solving Approach; • Enquiry Learning Model; • Other: 	
Use of higher order thinking strategies / model used, for example: <ul style="list-style-type: none"> • Bloom's Taxonomy of Learning; • Ryan's Thinking Keys; • De Bono's Six Thinking Hats • Other: 	
Plan for use of creative thinking: <ul style="list-style-type: none"> • William's Model for Creative Thinking 	
Use of graphic organisers that encourage critical and creative thinking, for example: <ul style="list-style-type: none"> • De Bono 6 Thinking Hats; • Concept Maps; • SCAMPER • Other: 	
Use of strategies to incorporate different learning styles, for example: <ul style="list-style-type: none"> • Multiple Intelligences 	

<ul style="list-style-type: none"> • Other: 	
Development of meta-cognitive strategies, enabling students to articulate the learning processes they have undertaken	

Checklist of Differentiation Strategies - Gifted Education (Contd)

Product	
Real problems	
Real audience	
Real purpose	
Real product	
Transformations – using information in new ways	
Real deadline	
Appropriate assessment, for example: <ul style="list-style-type: none"> • Self assessment; • Rubrics; • Real world criteria; • Peer assessment; • Real audience assessment; • Negotiated assessment; • Choice of assessment products. 	

Management Strategies	
Pre-assessment of abilities, learning styles, interests	
Curriculum Compacting	
Content Acceleration	
Learning Contracts	
Student Teacher Conferences / Negotiated Learning Experiences	
Tiered Lessons / Assignments / Products	
Anchor Activities (tasks that students move to when assigned work completed)	
Online Learning Programs	
Learning Stations or Centres	
Orbitals (short term independent investigations around the core concept)	
Complex questioning / instruction	
Portfolio development	

Reflection Questions	
Have I planned for gifted students to move beyond the core content?	
Have I planned for different pathways for learning?	
Have I developed different expectations for learning outcomes?	



Differentiation Plan – Gifted Student

Curriculum differentiation involves adjusting by adding, deleting, extending or replacing components of the planned learning experiences to meet the different learning needs of students.

This plan is designed for teachers to assist with planning for the needs of a gifted student.

School		Teacher	
Class		Email	@ntschoools.net
Student		Phone	89
		Fax	89
Current Date		Review Date	

Further Information Required

Information	Reason	Actioned By

Class – Based Planning (Areas of Strength)

Area of Strength:	
Strategy	Resources
Area of Strength:	
Strategy	Resources

Differentiation Plan – Gifted Student (Contd)

Class – Based Planning (Area/s of Need)

Area of Need:	
Strategy	Resources

Area of Need:	
Strategy	Resources

Student - Based Considerations (eg social, emotional, organisational issues)

Area for Personal Development:	
Strategy	Resources

Area for Personal Development:	
Strategy	Resources

Planning Participants

	Class Teacher		Parent
	Education Advisor		

Further Contact

Education Advisor		Phone 89998787	Phone 89998796
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Gifted Student Characteristics Matched to Differentiation Strategies

Student Name	
Subject	Date
Directions: <ol style="list-style-type: none"> 1. Highlight the entire row where the characteristic corresponds to the student in the relevant subject area. 2. Add up the number of highlighted crosses in each column. 3. Calculate the proportion of the maximum total for each column. 4. The areas with the highest proportion offer the most effective modifications for this student. 5. To detect underachievers and for confirmation purposes you may wish to ask the parents to complete the questionnaire component. 	

True?	Characteristics	Content					Process						Product				Learning Environment						
		Abstractness	Complexity	Variety	Study of people	Methods of inquiry	Higher levels of thinking	Open-endedness	Debriefing /Reasoning	Freedom of choice	Group interaction	Pace	Variety	Real problems	Real audience	Transformation	Evaluation	Student-centred	Independence	Openness	Accepting	Complex	High mobility
	1. Unusual advanced, fluent, rich vocabulary (oral or written)	X	X	X			X		X						X		X				X	X	
	2. Amazing store of information about a variety of topics	X	X	X			X					X		X	X	X		X	X			X	X
	3. Quick mastery & recall of information	X		X	X		X					X			X		X						X
	4. Rapid insight into cause-effect relationships; needs to know how and why of things	X	X	X	X		X	X	X			X		X	X			X	X	X	X	X	X
	5. Quickly understands underlying principles, similarities, differences and is able to make valid generalisations across subject areas, events and/or people	X	X		X		X	X	X					X	X	X		X	X	X	X	X	X
	6. Is a keen, intense and sensitive observer	X	X	X			X	X											X		X		
	7. Eager reader; reads & understands sophisticated, difficult material	X	X	X	X		X			X						X			X			X	X
	8. Enjoys reasoning things out; analysing knowledge; enjoys complex ideas	X	X				X		X									X	X	X	X	X	
	9. Becomes intensely involved in certain topics or problems; is absorbed and			X				X		X				X				X	X	X		X	X

Gifted Student Characteristics Matched to Differentiation Strategies (Contd)

True? Characteristics	Content					Process						Product				Learning Environment						
	Abstractness	Complexity	Variety	Study of people	Methods of inquiry	Higher levels of	Open-endedness	Debriefing /Reasoning	Freedom of choice	Group interaction	Pace	Variety	Real problems	Real audience	Transformation	Evaluation	Student-centred	Independence	Openness	Accepting	Complex	High mobility
10. Easily bored with routine tasks	X		X			X			X		X	X						X	X		X	
11. Not easily satisfied with his or her speed or products; perfectionist; self critical				X		X		X							X		X	X	X			
12. Requires little direction from teacher or parent to complete tasks			X		X		X							X		X	X	X				X
13. Is interested in many "adult" issues and problems	X	X	X		X			X					X	X	X		X	X	X		X	X
14. Often stubborn in beliefs						X	X	X	X						X	X	X					
15. Loves to organise and bring structure to people, things and situations	X				X	X		X		X							X	X	X		X	X
16. Shows great concern for right & wrong; justice & fairness; can be extremely judgmental				X		X		X		X					X	X		X	X			
17. Incredibly curious; constantly asking questions			X						X		X		X			X	X	X	X	X	X	X
18. Offers many ideas for solutions to problems; often unusual, clever, unique suggestions						X	X							X	X			X	X			X
19. Uninhibited in expressing opinion spirited in disagreement							X	X						X	X	X	X	X	X			
20. Adventurous risk-taker; loves speculating			X				X		X				X	X	X		X	X	X	X	X	
21. Loves intellectual play, manipulating ideas, fantasy or imaging. Enjoys imagining improved versions of objects & systems						X	X							X		X	X	X	X	X		
22. Keen sense of humour (sometimes appropriate sometimes not)																		X	X			
Maximum total possible for each modification	11	9	12	5	3	15	11	8	7	2	5	1	7	5	11	5	16	16	17	11	14	12

Differentiation Plan – Gifted Middle Years Student

Term	Yr	Subject	Class
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Teacher	Student
---------	---------

The needs of this student have been addressed through the following strategies.

Grouping Arrangements

Tick	Strategy	Implementation Details
	Class Placement: Year level high ability class	
	Inclusion with higher year level class	
	Special Grouping: Clustered with student/s in class who have a similar skill / talent	
	Clustered with student/s who have a similar interest area	
	Individual Arrangements: Individual / independent project	
	Mentor or other expert utilised	
	Alternative learning arrangements eg open education, university, business	

Curriculum Differentiation

	Pre-assessment - to determine prior knowledge	
	Enrichment work - increased complexity and breadth of tasks within the topic	
	Extension work – more indepth learning about the topic	
	Open-ended / higher order thinking tasks to allow for individual responses	
	Curriculum compacting – known work omitted, course content covered in shorter time	
	Accelerated learning – new content taught at a higher level	

Management Strategies

	Increased complexity of resources	
	Learning Contract developed	
	Choice of task or learning experiences negotiated	

Additional Enrichment Activities

	Competition	
	External course/program	



	Other	
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Class Differentiation Plan – Gifted Students

Class	Subject
Date	Teacher
Gifted Students	

Area	Differentiation Strategy
Learning Environment / Grouping	
Content	
Process (Including Higher Order Thinking Skills)	
Product	
Resources	
Management Strategies	



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Subject Differentiation Plan – Gifted Students

Student/s Name/s	Year Level	Age
------------------	------------	-----

School	Class Teacher	Plan From	To
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Students

EsseNTial Learning	Outcome:	Key Learning Area	Outcome:
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Pre-Testing	✓	Assessment Used	Results Summary
Knowledge / Skills			
Learning Preferences			
Interests			

Area	✓	Differentiation Strategy
Learning Environment / Grouping		
Content		
Process (Including Higher Order Thinking Skills)		
Product		
Resources		

Management Strategies		
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Based upon Maker, J. (1982). Model of Curriculum Differentiation. Further information / descriptors can be found: David Farmer (1996). [Meeting the Needs of Gifted Students in the Regular Classroom](#)

Program Differentiation Plan Using Bloom's Taxonomy

	Level	Actions	Products	Learning Activities
Higher Order Thinking Skills	Create (Use elements from previous learning to create original ideas)	Design Construct Plan Produce Invent Devise Make	Film Story Project Plan New game Song Media product Advertisement Painting	
	Evaluate (Judge the learning undertaken by developing and using criteria and standards)	Check Hypothesise Critique Experiment Judge Test Detect Monitor	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasive speech	
	Analyse (Break information down into component parts)	Compare Organise Deconstruct Attribute Outline Structure Integrate	Survey Database Mobile Abstract Report Graph Spreadsheet Checklist Chart Outline	
Lower Order Thinking Skills	Apply (Use strategies, concepts, principles and theories in new situations)	Implement Carry out Use Execute	Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal	
	Comprehend (Demonstrate understanding of information)	Interpret Exemplify Summarise Infer Paraphrase Classify Compare Explain	Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline	

	Remember (Recall or recognise information)	Recognise List Describe Identify Retrieve Name Locate Find	Quiz Definition Fact Worksheet Test Label List Workbook Reproduction	
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6. Pre Referral Process For Gifted Students Considered to be at Educational Risk

Gifted Education Guidelines
to Support the Implementation of the

**Policy for the Education
of Gifted Students
in the Northern Territory
2006**

Pre Referral Process – Gifted Students Considered to be at Educational Risk

Stage 1 Teacher Concern	Completed
Read child file. Discuss concerns with previous teachers and other relevant staff	
Teacher to develop a Student Learning Profile , identifying areas of concern	
Discuss concerns with parents	
Initiate hearing / vision assessments with parents if not previously done	
Determine and undertake initial interventions. One of the ' Curriculum Differentiation ' forms may assist with further planning.	
Set up meeting with Special Education Teacher / Senior Teacher to initiate Stage 2 if necessary	
Stage 2 Action Plan Meeting	
Classroom teacher discusses areas of concern with Special Education Teacher / Senior Teacher. Document discussion and actions to be taken	
Inform parents of the Action Plan	
Actions to be implemented, for example Special Education Teacher to do assessment, observation, provide resources and consultation with other disciplines for strategies	
Inform Student Services Intervention First Officer (SSIFO) of action plan and ask for assistance if needed	
Copy and file	
Stage 3 Student Intervention Plan	
Planning Team outlines main issues, no more than 3, from the information gathered	
Plan short term, interim intervention; Record on plan proforma	
Set time for Student Intervention Plan review (6 weeks to one term)	
Implement plan	
Stage 4 Student Intervention Plan Review	
Planning Team discuss outcomes achieved / not achieved and record on plan.	
Determine next step: a) Intervention successful. Classroom teacher to monitor or b) Some progress, continue intervention, review in another term or c) Specialist support required, refer to Student Services Division through the SSIFO	
Stage 5 Referral Process to Student Services Division	
Complete 'Request For Service - Individual Client' form following discussion with parents	
Attach Intervention First documents	
Attach essential and additional information as negotiated with SSIFO	
Ensure forms have appropriate signatures. (Parent, principal / delegate)	
Continue Intervention	



Pre Referral Stage 1 - Gifted Education Teacher Concern

(Initial gathering of information by class teacher to develop a **Student Learning Profile**)

Student Name		
Date	Year Level	DOB
Class Teacher		

Abilities

Gifted Checklist completed and attached?	<input type="checkbox"/> Yes:	<input type="checkbox"/> No -To complete the following:
	<input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Peer <input type="checkbox"/> Indigenous <input type="checkbox"/> Underachieving <input type="checkbox"/> Preschool <input type="checkbox"/> Other:	<input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Peer <input type="checkbox"/> Indigenous <input type="checkbox"/> Underachieving <input type="checkbox"/> Preschool <input type="checkbox"/> Other checklist/s:
		By the date:

Skills / Talents

Please specify (Use NTCF descriptors if possible)

Descriptor	Level	Briefly describe

Areas of Need

Please specify (Use NTCF descriptors if possible)

Descriptor	Level	Briefly describe

Relevant Test Results

Test	Results



Pre Referral Stage 1 - Gifted Education
Teacher Concern (Contd)

Learning Preferences

Organisational Preferences

<input type="checkbox"/>	Alone	<input type="checkbox"/>	In a small group
<input type="checkbox"/>	With partner	<input type="checkbox"/>	In a large group

Dominant Learning Style

<input type="checkbox"/>	Visual	<input type="checkbox"/>	Auditory	<input type="checkbox"/>	Kinaesthetic
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Multiple Intelligence Preferences

<input type="checkbox"/>	Verbal / Linguistic	<input type="checkbox"/>	Logical / Mathematical
<input type="checkbox"/>	Visual / Spatial	<input type="checkbox"/>	Bodily / Kinaesthetic
<input type="checkbox"/>	Musical	<input type="checkbox"/>	Intrapersonal
<input type="checkbox"/>	Interpersonal	<input type="checkbox"/>	Naturalist

Interests

<input type="checkbox"/> Interest Inventory attached or <input type="checkbox"/> Interests as listed:
--

Comments

--

Actions / Recommendations (To directly support student learning)

Action to be taken	By whom	To be completed by

Further Steps

Review Actions / Recommendations	<input type="checkbox"/> Yes Date scheduled:	<input type="checkbox"/> No
Set up Action Plan Meeting to initiate Stage 2?	<input type="checkbox"/> Yes Date scheduled:	<input type="checkbox"/> No
Request further assistance from:	<input type="checkbox"/> Yes Date scheduled:	<input type="checkbox"/> No

Signature	Position	Date
	Class Teacher	

Pre Referral Stage 2 - Gifted Education Action Plan Meeting

(Initial meeting of teachers to discuss issues / strategies or to prepare for School Intervention Plan)

Student Name		
Date	Year Level	DOB
Class Teacher		

Discussion / Information Sharing

Actions / Recommendations

(eg Special Education Teacher to observe in class / administer diagnostic tests / organise parent meeting)

Action to be taken	By whom	To be completed by

Further Actions

<input type="checkbox"/> Inform parents of Action Plan
<input type="checkbox"/> Inform SSD Intervention First Officer of Action Plan and request assistance if required
<input type="checkbox"/> Copy and file Action Plan

Review Action Plan	<input type="checkbox"/> Yes Date meeting scheduled	<input type="checkbox"/> No
--------------------	--	-----------------------------

or

Set up Student Intervention Plan Meeting to initiate Step 3?	<input type="checkbox"/> Yes Date meeting scheduled:	<input type="checkbox"/> No
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Planning Team Signatures

(Other members could include Special Education Teacher, Assistant Principal or Senior Teacher)

Signature	Position	Date
	Class Teacher	



Pre Referral – Stage 3
Student Intervention Plan

Student Name	Year Level	Date
Timeframe: (Short Term Plan: 6 weeks -1 term duration) From _____ To _____		

Area Of Concern (Please use NTCF descriptors if possible)

Priority	Priority Area	Entry Skill (What can the student do now?)	Desired Outcome (What is the student to achieve?)
1			
2			
3			

Strategies

Priority	Strategy (What will the student do to achieve the outcome?)	By Whom / Where / When (How the strategy will be implemented)	Evaluation and Assessment (Evidence that the outcome has been achieved?)	Review Date

Further Actions

Action	Date to be completed	Action	Date to be completed
<input type="checkbox"/> Set up Student Intervention Plan Review Meeting to initiate Step 4?		<input type="checkbox"/> Inform SSD Intervention First Officer of Student Intervention Plan Review meeting and request assistance if required	
<input type="checkbox"/> Copy and file Student Intervention Plan		<input type="checkbox"/> Other:	

Planning Team Signatures

(Other members could include Special Education Teacher, Assistant Principal, Senior Teacher)

Signature	Position	Date	Signature	Position	Date
	Class Teacher				



	Parent				
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Pre Referral – Stage 4
Student Intervention Plan Review

Student Name	Year Level	Date
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Area of Concern

Priority Area	Discussion	Comments / Changes to Plan (if necessary)

Further Actions

Action	Date to be completed	Action	Date to be completed
<input type="checkbox"/> Classroom Teacher to Monitor		<input type="checkbox"/> Complete 'Request for Service' form following discussion with parents	
<input type="checkbox"/> Continue Intervention		<input type="checkbox"/> Copy and file 'Student Intervention Plan Review'	
<input type="checkbox"/> Set up Student Intervention Plan Review Meeting to continue Step 4?		<input type="checkbox"/> Other:	

Planning Team Signatures

(Other members could include Special Education Teacher, Assistant Principal, Senior Teacher)

Signature	Position	Date	Signature	Position	Date
	Class Teacher				
	Parent				

7. Gifted Education Adjustment Plans

For Gifted Students Considered To Be At Educational Risk

Gifted Education Guidelines
to Support the Implementation of the

**Policy for the Education
of Gifted Students
in the Northern Territory
2006**

Gifted Education Adjustment Plan 1 - Using Gifted Checklists

Student's Name	Parent Name/s
Date of Birth	Address
Current Date	Phone

Learning Style / Strengths	Areas of Need
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Priority Outcomes (to be addressed this EAP)
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Time Frame for this EAP	Date From:	To:
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Planning Team

Signature	Position	Signature	Position
	Class Teacher		
	Parent		

Student Abilities Matched to Strategies

(Include characteristics of giftedness that scored highly on the DET Identification Checklists)

Characteristics of Giftedness *	Program / Strategies Options	Intended Learning Outcomes	Evidence of Achievement
Intellectual:			
Creative Abilities:			
Emotional Abilities:			
Social Abilities:			



Sensory-Motor Abilities:			
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Gifted Education Adjustment Plan 1 - Using Gifted Checklists (Contd)

Student Skills / Talents Matched to Strategies

Skill / Talent Area	Program / Strategies Options	Intended Learning Outcomes	Evidence of Achievement

Further Actions

Action	Date to be completed by	Action	Date to be completed by
<input type="checkbox"/> Set up Gifted Education Adjustment Plan Review Meeting		<input type="checkbox"/> Copy and file Education Adjustment Plan	
<input type="checkbox"/> Inform Student Services of Education Adjustment Plan Review Meeting and request assistance if required		<input type="checkbox"/> Other:	

Gifted Education Adjustment Plan 2 - Using School Program Continuum

Student's Name	Parent Name/s
Date of Birth	Address
Current Date	Phone

Learning Style / Strengths	Areas of Need
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Priority Outcomes (to be addressed this EAP)
--

Time Frame for this EAP	Date From:	To:
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Planning Team

Signature	Position	Signature	Position
	Class Teacher		
	Parent		

Target Areas

Priority	NTCF Learning Area	Entry Skill	Intended Learning Outcome
1			
2			
3			

Gifted Education Adjustment Plan 2 - Using School Program Continuum (Contd)

Program Access

Priority	Level 2 Enrichment Activities	Level 3 Curriculum Differentiation	Level 4 Individual Program	Assessment / Evaluation
1				
2				
3				

Further Actions

Action	Date to be completed by	Action	Date to be completed by
<input type="checkbox"/> Set up Gifted Education Adjustment Plan Review Meeting		<input type="checkbox"/> Copy and file Education Adjustment Plan	
<input type="checkbox"/> Inform Student Services of Education Adjustment Plan Review Meeting and request assistance if required		<input type="checkbox"/> Other:	

Gifted Education Adjustment Plan 3 - Using Curriculum Compacting

Student's Name	Parent Name/s
Date of Birth	Address
Current Date	Phone

Learning Style / Strengths	Areas of Need
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Priority Outcomes (to be addressed this IEP)
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Time Frame for this EAP	Date From:	To:
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Planning Team

Signature	Position	Signature	Position
	Class Teacher		
	Parent		

Target Areas

Priority	NTCF Learning Area	Pre-Assessment (Demonstrating Proficiency)	Extension, Enrichment or Acceleration Plans
1			
2			
3			

Gifted Education Adjustment Plan 3 - Using Curriculum Compacting (Contd)

Further Actions

Action	Date to be completed by	Action	Date to be completed by
<input type="checkbox"/> Set up Gifted Education Adjustment Plan Review Meeting		<input type="checkbox"/> Copy and file Education Adjustment Plan	
<input type="checkbox"/> Inform Student Services of Education Adjustment Plan Review Meeting and request assistance if required		<input type="checkbox"/> Other:	

**Gifted Education Adjustment Plan 4 –
Gifted Student with Additional Learning Needs**

Student's Name	Parent Name/s
Date of Birth	Address
Current Date	Phone

Learning Style / Strengths	Areas of Need
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Priority Outcomes (to be addressed this EAP)
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Time Frame for this EAP	Date From:	To:
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Planning Team

Signature	Position	Signature	Position
	Class Teacher		
	Parent		

Target Areas – Learning Strengths

Priority	Learning Strength	Curriculum Differentiation Strategies	Enrichment / Extension Opportunities	Evidence of Progress
1				
2				
3				

Gifted Education Adjustment Plan 4 – Gifted Student with Additional Learning Needs (Contd)

Target Areas – Areas of Need

Priority	Area of Need	Accommodations / Compensations to Enable Access to Learning	Explicit Interventions or Remediation Strategies	Evidence of Progress
1				
2				
3				

Further Actions

Action	Date to be completed by	Action	Date to be completed by
<input type="checkbox"/> Set up Education Adjustment Plan Review Meeting		<input type="checkbox"/> Copy and file Education Adjustment Plan	
<input type="checkbox"/> Inform Advisory Teacher of Education Adjustment Plan Review Meeting and request assistance if required		<input type="checkbox"/> Other:	

Gifted Education Adjustment Plan 5 – Underachieving Gifted Student

Student's Name	Parent Name/s
Date of Birth	Address
Current Date	Phone

Learning Style / Strengths	Areas of Need
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Priority Outcomes (to be addressed this EAP)
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Time Frame for this EAP	Date From:	To:
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Planning Team

Signature	Position	Signature	Position
	Class Teacher		
	Parent		

Behavioural Indicators	Recommended Strategies	Implementation Details
Type 1 – Successful <ul style="list-style-type: none"> - Perfectionist - High achiever - Seeks teacher approval and structure - Non risk-taking - Does well academically - Accepts and conforms - Dependent 	<ul style="list-style-type: none"> - Accelerated and enriched curriculum - Time for personal interests - Compacted learning experiences - Opportunities to be with intellectual peers - Development of independent learning skills - In-depth studies - Mentorships - Career and college counselling 	

Gifted Education Adjustment Plan 5 – Underachieving Gifted Student (Contd)

Behavioural Indicators	Recommended Strategies	Implementation Details
Type 2 – Challenging <ul style="list-style-type: none"> - Corrects teacher - Questions rules, policies - Is honest, direct - Has mood swings - Inconsistent work habits - Poor self control - Is creative - Prefers highly active and questioning approach - Stands up for convictions - Is competitive 	<ul style="list-style-type: none"> - Tolerance - Placement with appropriate teacher - Cognitive and social skills development - Direct and clear communication - Give permission for feelings - Studies indepth - Mentorships - Self-esteem building - Behavioural contracting 	
Type 3 – Underground <ul style="list-style-type: none"> - Denies talent - Drops out of advanced classes - Resists challenges - Wants to belong socially - Changes friends 	<ul style="list-style-type: none"> - Recognise and properly place - Give permission to take time out from advanced classes - Provide some gender role models - Continue to give career and college information 	
Type 4 – Drop out <ul style="list-style-type: none"> - Has intermittent attendance - Doesn't complete tasks - Pursues outside interests - 'Spaced out' in class - Is self abusive - Isolates self - Is creative - Criticises others and self - Does inconsistent work - Is disruptive, acts out - Seems average or below 	<ul style="list-style-type: none"> - Diagnostic testing - Group counselling - Non-traditional study methods - Indepth studies - Mentorships - Alternative out of classroom learning experiences 	



- Is defensive		
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Gifted Education Adjustment Plan 5 – Underachieving Gifted Student (Contd)

Behavioural Indicators	Recommended Strategies	Implementation Details
Type 5 – Double Labelled <ul style="list-style-type: none"> - Demonstrates inconsistent work - Seems average or below - May be disruptive or act out 	<ul style="list-style-type: none"> - Placement in advanced classes - Provide needed resources - Provide alternative learning experiences - Begin investigations and explorations - Give time to be with peers - Individual counselling 	
Type 7 – Cultural <ul style="list-style-type: none"> - May be disruptive or act out - Has intermittent attendance - Doesn't complete tasks - Demonstrates inconsistent work - Pursues outside interests - Seems average or below - Is defensive 	<ul style="list-style-type: none"> - Provide alternative learning experiences - Provide culturally relevant learning experiences - Give time to be with peers - Mentors and role models - Group counselling 	

Further Actions

Action	Date to be completed by	Action	Date to be completed by
<input type="checkbox"/> Set up Education Adjustment Plan Review Meeting		<input type="checkbox"/> Copy and file Education Adjustment Plan	
<input type="checkbox"/> Inform Education Advisor of Education Adjustment Plan Review Meeting and request assistance if required		<input type="checkbox"/> Other:	

Based on: Betts G.T. & Neihart, M. (1988). Profiles of the Gifted and Talented. *Gifted Child Quarterly*, 32(2), 248-253.

8. Special Placement Of Gifted Students

Gifted Education Guidelines
to Support the Implementation of the

**Policy for the Education
of Gifted Students
in the Northern Territory
2006**

Steps for Early Entry to Preschool – Gifted Student

- There is no provision for early entry to preschool prior to age 3.6 years except in exceptional circumstances.
- There is no provision for early entry to preschools where 'Age of Entry' trials are being conducted.
- Early entry is restricted to two sessions per week for one term prior to the child reaching 4.0 years.

1. Parents need to complete Student Services Division forms:
 - 'Request for Service' form
 - Checklist for Parent / Guardians (Giftedness)

2. Early Childhood Intervention Education Advisors are the first contact for all children prior to school age. A screening assessment will be conducted for potentially gifted children who are three years or older.

The child may undergo further assessment to ensure that they are developmentally, socially and emotionally capable of meeting the demands of pre-school.

3. The Guidance Officer and/or Education Advisor – Gifted Education will be consulted for children whose standard score is above 130 on a screening assessment (99th percentile rank and above).

4. The Guidance Officer may conduct further assessment if deemed necessary.

5. Current / other options and settings such as day care or early learning centres have been investigated and determined to be inadequate in providing an appropriate learning environment.

6. A vacancy needs to exist at the preschool (No queue jumping).

7. The Principal will convene a meeting of parents, preschool staff and Student Services personnel to determine the suitability of the child for early entry into preschool.

8. The General Manager, Student Services Division, must approve written documentation from the meeting before placement proceeds.

9. The Executive Director must approve written documentation from the meeting before placement proceeds.

10. The Early Childhood Intervention Education Advisor will monitor the progress of the early entry student. The Education Advisor will endeavour to assist parents and teachers in identifying appropriate resources and strategies to support the student.

Consideration for Early Entry to Preschool Gifted Student

Student Name		DOB	Date
Parent/s			
Contact Details			

Panel Meeting Participants	Meeting Date	
Parents		
Preschool Staff		
Student Services Personnel		
Other Participants		

Proposed Preschool	
Receiving Teacher/s	

Placement Recommendation
The panel has considered all relevant information and believes that the exceptional needs of this student would be best met through early entry to preschool:
<input type="checkbox"/> Yes <input type="checkbox"/> No

Placement Information			
Commencement Date		Review Date	
Placement Details			

Signature	Date	Signature	Date

Placement Approval		
Signature	Position	Date
	General Manager, Student Service Division	
	Executive Director, Dept Education & Training	

Document Copies To	Date
Parents	
School Student File	



Northern
Territory
Government

DEPARTMENT OF EDUCATION AND TRAINING

Student Services Division

Consideration for Early Entry to Preschool - Gifted Student (Contd)

Gifted students may be considered for early entry into preschool if the following criteria are met.

Item	Assessment Guidelines	Yes
1.	Initial screening assessment conducted by Early Childhood Intervention Education Advisor indicates a standard score above 130	
2.	Social emotional assessment conducted by Student Services personnel indicates that the student does not have any serious developmental or adjustment difficulties	
3.	Information about skill level/s has been collected from a variety of sources and people	

Item	Personal / Family Guidelines	Yes
4.	Good physical health * * To enable regular attendance and successful placement	
5.	If there are siblings of the same age or who are already in preschool, the effects of this placement have been considered and discussed	
6.	Parents / caregivers are willing to support the student in adjusting to the new class	

Item	Investigation of Other Options	Yes
7.	Current placement / setting deemed not appropriate	
8.	Other options have been investigated and deemed not appropriate – please list:	

Item	Receiving School / Class Guidelines	Yes
9.	There is a vacancy at the preschool	
10.	The receiving teacher is willing to support the student in adjusting to the new class	
11.	The placement will occur at a natural transition point during the year.	
12.	The student has been adequately prepared for the change	
13.	Ongoing monitoring and support as required will be provided	

Item	Other Considerations	Yes
14.		
15.		

Further Comments:



Steps for Early Entry to Primary School – Gifted Student

- There is no provision for early entry to primary school prior to age 4.6 years except in exceptional circumstances or where there is a gifted unit that specifically caters for gifted students in early childhood.
- There is no provision for early entry to primary school where 'Age of Entry' trials are being conducted.
- The School Principal has the final responsibility in determining early entry of gifted students into primary school.

1. The preschool teacher completes Student Services Division forms:

- 'Request for Service' form
- Checklist for Identifying Gifted Children in Preschool

2. Parents complete Student Services Division forms:

- Checklist for Parent / Guardians (Giftedness)

3. Early Childhood Intervention Education Advisors are the first contact for all preschool children and will conduct a screening assessment.

4. The child may undergo further assessment to ensure that they are academically, physically, socially and emotionally capable of meeting the demands of primary school.

5. The current preschool placement and other options and settings such as early learning centres have been investigated and determined to be inadequate in providing an appropriate learning environment.

6. The Guidance Officer and/or Education Advisor – Gifted Education will be consulted for children whose standard score on a screening assessment is above 130 (99th percentile rank and above).

7. The Guidance Officer will conduct further assessment such as an individual IQ assessment, as deemed necessary.

8. The results of the assessments must meet the criteria for placement in a primary gifted unit in order to be considered for early entry to primary school.

9. The Principal will convene a meeting of parents, primary school staff and Student Services personnel and written recommendations will be recorded about the suitability of the child for early entry to primary school.

10. Upon early entry to Transition, the Early Childhood Intervention Education Advisor will monitor the progress of the student. The Advisor will endeavour to assist parents and teachers in identifying appropriate resources and strategies to support the student.

11. If the child is not recommended for early entry to primary school, then:

- Recommendations for the current placement will be developed (if deemed necessary).
- The current teacher and Student Services personnel will monitor the student's progress



- The recommendation may be reviewed in exceptional circumstances.

Consideration for Early Entry to Primary School - Gifted Student

Student Name		DOB	Date
Parent/s			
Contact Details			

Panel Meeting Participants	Meeting Date	
Parents		
Preschool Staff		
Student Services Personnel		
Other Participants		

Proposed School	
Receiving Teacher/s	

Placement Recommendation
The panel has considered all relevant information and believes that the exceptional needs of this student would be best met through early entry to primary school:
<input type="checkbox"/> Yes <input type="checkbox"/> No

Placement Information			
Commencement Date		Review Date	
Placement Details			

Signature	Date	Signature	Date

Placement Approval		
Signature	Position	Date
	General Manager, Student Service Division	

	Executive Director, Dept Education & Training	
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Document Copies To	Date
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Parents	
School Student File	
Student Services Division	

Consideration for Early Entry to Primary School – Gifted Student (Contd)

Gifted students may be considered for early entry into primary school if the following criteria are met.

Item	Assessment Guidelines	Yes
1.	Intellectual and academic assessments meet the same criteria for placement as for a primary gifted unit	
2.	Social emotional assessment conducted by Student Services personnel indicates that the student does not have any serious developmental or adjustment difficulties	
3.	Information about skill level/s has been collected from a variety of sources and people	

Item	Personal / Family Guidelines	Yes
4.	Good physical health * * To enable regular attendance and successful placement	
5.	Siblings in either the same year level or the receiving year level have been considered and possible effects of the placement have been discussed	

Item	Investigation of Other Options	Yes
6.	Current placement or setting is deemed as not developmentally appropriate	
7.	Other options have been investigated and deemed not developmentally appropriate – please list:	

Item	Receiving School / Class Guidelines	Yes
8.	The receiving teacher is willing to support the student in adjusting to the new class	
9.	The placement will occur at a natural transition point during the year	
10.	The student has been adequately prepared for the change	
11.	Ongoing monitoring and support as required will be provided by:	

Item	Other Considerations	Yes
12.		
13.		

Further Comments:

Steps for Year Level Advancement – Gifted Student

- Year level advancement is defined as the student physically moving to a higher year level for all subjects, or on a full-time basis.
- Year level advancement is also called grade acceleration.

1. Curriculum Differentiation Documentation

The current class teacher/s should provide documentation* that outlines at least two differentiation strategies that have been employed but not successful in meeting the needs of the student in the current class/es.

* See Program Differentiation Templates elsewhere in these Guidelines.

2. Current NTCF Outcomes

Information is gathered about the student's current band / achievement levels across all Key Learning Areas and EsseNTial Learnings of the NTCF. The results indicate learning outcomes above their peers in the majority of learning areas.

3. Standardised Academic Assessment

The student demonstrates achievement of at least the 95th percentile in the English and Mathematics sub-tests of an appropriate standardised academic assessment.

4. Off-Level Assessment

Off-level testing indicates achievement levels in key learning areas, including English and Mathematics, that are at least at the 75th percentile when compared to students of the *receiving class*, thus ensuring academic success in the year level advancement.

5. Student Services Assessment

- The current class teacher completes Student Services Division forms:
 - 'Request for Service' form
 - 'Primary / Secondary Teacher Checklist - Identifying Gifted Students'
- Parents complete Student Services Division forms:
 - Checklist for Parent / Guardians (Giftedness)
- The student will be further assessed by personnel from Student Services Division to determine intellectual, developmental, social and emotional capacity to meet the demands of year level advancement.
- The results of the Student Services assessments must meet the criteria for placement in a gifted unit in order to be considered for year level advancement.

6. Student Commitment

The student must:

- Demonstrate a desire for year level advancement without parental pressure
- Display good organisational skills and independent study skills
- Display a high level of motivation and persistence with learning challenges

7. Student Plan

A plan should be developed to support the student's year level advancement. The plan could include (for example):

- Practical arrangements such as class, location, timing, transport (as applicable)
- Expectations of the receiving placement including learning, study and assessment requirements

Steps for Year Level Advancement – Gifted Student (Contd)

8. Organisation for Placement

- Placement should be considered by a team including the Principal, current class teacher, receiving teacher and parents.
- If the student is recommended as suitable for year level advancement, the student will initially be placed no more than one year ahead of their current placement, except in exceptional circumstances. This is to enable an increased level of challenge but will also ensure that the student will continue to perform at a high level in the new placement and with a high degree of success.
- Year level advancement should occur at a natural transition point, ideally at the beginning of the school year.
- The placement will initially be for a six week trial.
- Information about year level advancement should be placed on the student's file.
- Further year level advancements are subject to review.

9. Ongoing Support

- After the initial six week trial, the student's progress should continue to be monitored.
- The receiving teacher should assist the student with any identified learning gaps.
- Education Advisors from Student Services are able to further assist parents and teachers in identifying appropriate resources and strategies to support the student in the placement.

10. Review

- The initial placement will be reviewed after six weeks.
- Further reviews will be scheduled as necessary.
- The placement should be reviewed at least annually.

11. If Not Recommended for Year Level Advancement

- Recommendations for the current placement will be developed (if deemed necessary).
- Current teacher and Student Services personnel monitor the student's progress
- Placement may be reviewed in exceptional circumstances

Adapted from Feldhusen, J. F., Proctor, T. B. & Black, K. N. (1986). Guidelines for Grade Advancement of Precocious Children. Roeper Review, 9 (1), 25-27.

Consideration for Year Level Advancement - Gifted Student

Student Name		DOB	Date
Parent/s			
Contact Details			

Current School	
Current Year / Subject Level	
Current Teacher/s	

Proposed School	
Proposed Year / Subject Level	
Receiving Teacher/s	

Panel Meeting Participants	
Parents	
Current School	
Receiving School	
Other Participants	

Recommendation From Meeting
The panel has considered all relevant information and believes that this student requires an educational program and/or services beyond that which can be offered by the current year level program:
<input type="checkbox"/> Yes <input type="checkbox"/> No

Placement Information			
Commencement Date		Review Date	
Placement Details			

Signature	Date	Signature	Date

Document Copies To	Date
Parents	
School Student File	
Student Services Division	

Consideration for Year Level Advancement - Gifted Student (Contd)

Gifted students may be considered for advanced placement if the following criteria are met.

Item	Assessment Guidelines	Yes
1.	An individual IQ assessment has been conducted by guidance officer or psychologist and meets NT criteria of giftedness	
2.	Standardised academic assessment demonstrates academic skills that are at least at the 95 th percentile, including sub-test scores in English and Mathematics	
	Off-level testing indicates achievement levels in key learning areas, including English and Mathematics, that are at least at the 75 th percentile when compared to students of the <i>receiving class</i>	
3.	Social emotional assessment demonstrates that the student is free of any serious developmental or adjustment difficulties * * Decision makers also need to be aware that some social or emotional difficulties may be due to inappropriate grade placement and may be alleviated by accelerated progression.	
4.	Information about skill level/s has been collected from a variety of sources and people	

Item	Personal / Family Guidelines	Yes
5.	Good physical health * * Student size is not necessarily a factor in determining acceleration	
6.	Good record of school attendance	
7.	Student positively states the desire to be placed in the new class and has not been unduly pressured	
8.	Siblings in either the same year level or the receiving year level have been considered and possible effects of the placement have been discussed	
9.	Input about the student's social and emotional maturity has been sought from parents * * Gifted students are sometimes rejected by their classmates. It is important that teachers do not confuse the absence of close peer relationships with social immaturity.	

Item	Receiving School / Class Guidelines	Yes
10.	The receiving teacher is willing to support the student in adjusting to the new class	
11.	The receiving teacher is willing to adjust the class to support the new student	
12.	The receiving teacher is willing to support the student with any knowledge gaps arising from the placement	
13.	The placement will occur at a natural transition points, ideally at the beginning of the new school year	
14.	The student has been adequately prepared for the change	
15.	Ongoing support as required will be provided	

Item	Review Guidelines	Yes
16.	The new placement will occur for a trial period of at least six weeks after which time the placement will be reviewed * * The student should be aware that if the trial were not successful, they would return to their original class. It is important that in such a circumstance that the student should not be made to feel they have 'failed'.	
17.	Care will be taken not to build up excessive expectations from year level advancement *	

	* A small minority of gifted students are so far advanced in their intellectual or academic development that one year of accelerated progression may still leave them bored at school. For such students further advancement may need to be considered upon review or at a date to be determined.	
18.	Placement will be regularly reviewed.	

**Consideration for Year Level Advancement - Gifted Student
(Contd)**

Item	Other Considerations
19.	
20.	

Further Comments:

Steps for Subject Advancement – Gifted Student

- Subject advancement is defined as either the student:
 - physically moving to a higher year level class for the subject
 - or working at higher year / band level in a subject whilst physically remaining in their current year level.
- Subject advancement will require an ongoing commitment by the school and family to ensure continuity of study in subsequent years.

1. Subject Differentiation Documentation

- The current class teacher should provide documentation* that outlines at least two differentiation strategies that have been employed but unsuccessful in meeting the needs of the student in the subject area.

* See Program Differentiation Templates elsewhere in these Guidelines

2. NTCF Outcomes

Information gathering about the student's performance in the subject:

- Current band / achievement levels

3. Standardised Assessment

Demonstrate high levels of achievement in the subject through:

- Scoring at or above the 95th percentile on a standardised test of the subject

4. Off-Level Assessment

- Off-level testing indicates an achievement level in the subject that is at least at the 75th percentile when compared to students of the *new subject*, thus ensuring academic success in the subject advancement.

5. Student Commitment

The student must:

- Demonstrate a desire for subject advancement without parental pressure
- Exhibit the social and emotional maturity to cope with the advanced placement
- Have an intense interest in the subject area
- Display a high level of independent study skill, including motivation and persistence in the subject

6. Placement

- Placement should be considered by a team including the Principal, current class teacher, receiving teacher (if applicable), parents.



- If the student is recommended as suitable for subject advancement, the student will initially be placed at a level no more than one year ahead of the current placement. This is to enable an increased level of challenge but will also ensure that the student will continue to perform at a high level in the new placement and with a high degree of success.
- Advanced subject placement should occur at a natural transition point, ideally at the beginning of the year or semester.
- The advanced subject placement will initially be for a six week trial.
- Information about subject advancement should be placed on the student's file.
- Future subject placements are subject to review.

Steps for Subject Advancement – Gifted Student (Contd)

7. Student Plan

A plan for should be developed to support the student's subject advancement.

A plan for subject advancement whilst physically remaining in their current year level could include (for example):

- Expectations of the subject advancement including learning, study and assessment requirements
- Reporting processes

A plan for physically moving to a higher year level class for the subject could include:

- Practical arrangements such as class, location, timing, transport (as applicable)
- Means of communication between current and receiving teachers
- Managing continuity of learning between the two locations

8. Review

- The initial placement will be reviewed after six weeks.
- Further reviews will be scheduled as necessary.
- The advanced subject placement should be reviewed at least annually.

9. If Not Recommended for Subject Advancement

- Recommendations for the current subject placement will be developed (if deemed necessary).
- Current teacher and Student Services personnel monitor the student's progress
- Subject placement may be reviewed in exceptional circumstances.

Adapted from Feldhusen, J. F., Proctor, T. B. & Black, K. N. (1986). Guidelines for Grade Advancement of Precocious Children. *Roeper Review*, 9 (1), 25-27.

Consideration for Subject Advancement – Gifted Student

Student Name		DOB	Date
Parent/s			
Contact Details			

Current School	
Current Year / Subject Level	
Current Teacher/s	

Proposed School	
Proposed Year / Subject Level	
Receiving Teacher/s	

Panel Meeting Participants	
Parents	
Current School	
Receiving School	
Other Participants	

Recommendation From Meeting
The panel has considered all relevant information and believes that this student requires an educational program and/or services beyond that which can be offered by the current year level program:
<input type="checkbox"/> Yes <input type="checkbox"/> No

Placement Information			
Commencement Date		6 Week Review Date	
Subject Advancement Placement	<input type="checkbox"/> To physically move to a higher year level class for the subject. <input type="checkbox"/> To work at higher year / band level in the subject whilst physically remaining in their current year level.		

Signature	Date	Signature	Date

Document Copies To	Date
Parents	
School Student File	
Student Services Division	

Consideration for Subject Advancement – Gifted Student (Contd)

Gifted students may be considered for advanced subject placement if the following criteria are met.

Item	Assessment Guidelines	Yes
1.	IQ assessment has been conducted by guidance officer or psychologist and meets NT criteria of giftedness	
2.	Subject assessments that demonstrate: <ul style="list-style-type: none"> - Consistently high levels of achievement in the current subject - Scores at or above the 95th percentile on a standardised test of the subject - Off-level testing is at least at the 75th percentile in the <i>new subject</i> 	
3.	Social emotional assessment demonstrates that the student is free of any serious adjustment problems * * Decision makers also need to be aware that some social or emotional difficulties may be due to inappropriate educational placement and may be alleviated by accelerated progression.	
4.	Information about skill level/s has been collected from a variety of sources and people	

Item	Personal / Family Guidelines	Yes
5.	Good physical health * * Student size is not necessarily a factor in determining acceleration	
6.	Good record of school attendance	
7.	Student positively states the desire for subject advancement and has not been unduly pressured	
8.	Siblings in either the same year level or the receiving year level have been considered and discussed	
9.	Input about the student's social and emotional maturity has been sought from parents * * Gifted students are sometimes rejected by their classmates. It is important that teachers do not confuse the absence of close peer relationships with social immaturity.	

Item	Receiving School / Class Guidelines	Yes
10.	The receiving teacher is willing to support the student in adjusting to the new class	
11.	The receiving teacher is willing to adjust the class to support the new student	
12.	The receiving teacher is willing to support the student with any knowledge gaps arising from the placement	
13.	The placement will occur at a natural transition points, ideally at the beginning of the new school year, or after mid year break	
14.	The student has been adequately prepared for the change	
15.	Ongoing support as required will be provided	

Item	Review Guidelines	Yes
16.	The new placement will occur for a trial period of at least six weeks after which time the placement will be reviewed * * The student should be aware that if the trial were not successful, they would return to their original class. It is important that in such a circumstance that the student should not be made to feel they have 'failed'.	
17.	Care will be taken not to build up excessive expectations from year level advancement * A small minority of gifted students are so far advanced in their intellectual or academic development that a one year subject advancement may still leave them bored at school. For such students, further subject	



	advancement may need to be considered upon review or at a date to be determined.	
18.	Subject placement will be reviewed at least annually.	



Consideration for Subject Advancement – Gifted Student (Contd)

Item	Other Considerations
19.	
20.	

Further Comments:

Steps for Student Placement - Primary Gifted Unit

The Purposes of *all* Specialist Educational Facilities in the NT are to:

- Offer quality educational programs for students who require intensive support through individual programs in order to achieve their full potential.
- Provide individualised programs that are different to mainstream programmes.
- Negotiate programs with multi-disciplinary teams, including input from parents/carers.
- Regularly review and revise programs to meet ongoing and developing student needs.

The Purposes of Gifted Units are to:

- Provide programs for enrichment, extension and accelerated learning
- Enable students to reach personal levels of academic excellence
- Facilitate positive interactions between students of like minds

Criteria for Placement in a Gifted Unit is:

1. A score at the 95th percentile or above on an appropriate individual IQ test conducted by a registered psychologist
- and**
2. Deemed by a panel, after consideration of all relevant factors, to be an exceptional child who requires a differentiated educational program and/or services beyond that which is normally offered by the regular school program.

Process for Placement in *all* Specialist Educational Facilities:

1. <i>Evaluation Process</i>	<ul style="list-style-type: none"> • School / parents collect relevant information including interstate or private assessments • Request assessment by specialist as necessary; • A panel determines suitability of placement in gifted unit.
<i>Evidence meets criteria</i>	
2. <i>Eligibility Process</i>	<ul style="list-style-type: none"> • Principal advises General Manager (Student Services) of student's eligibility and placement in gifted unit
<i>Eligibility Confirmed</i>	
3. <i>Placement Process</i>	<ul style="list-style-type: none"> • Parents complete school enrolment procedures if necessary; • A panel reviews placement annually.

If Not Recommended for Placement in a Gifted Unit:

- Recommendations for the current placement will be developed (if deemed necessary);
- Current teacher and Student Services personnel monitor the student's progress;
- Review of placement may occur in exceptional circumstances.

Consideration for Student Placement - Primary Gifted Unit

Student Name		DOB	Date
Parent/s			
Contact Details			

Current School	
Current Year / Subject Level	
Current Teacher/s	

Proposed School	
Proposed Year / Subject Level	
Receiving Teacher/s	

Panel Meeting Participants	
Parents	
Current School	
Receiving School	
Other Participants	

Recommendation From Meeting
The panel has considered all relevant information and believes that this student requires an educational program and/or services beyond that which can be offered by the current year level program:
<input type="checkbox"/> Yes <input type="checkbox"/> No

Placement Information			
Commencement Date		Review Date	
Placement Details			

Signature	Date	Signature	Date

Document Copies To	Date
Parents	
School Student File	
Student Services Division	

Consideration for Student Placement - Primary Gifted Unit (Contd)

Gifted students may be considered for placement in a gifted unit if the following criteria are met.

Item	Assessment Guidelines	Yes
1.	Intellectual assessment conducted by a Guidance Officer or Psychologist meets NT criteria for placement in a gifted unit	
2.	Academic assessments demonstrate: <ul style="list-style-type: none"> - Consistently high levels of achievement in the current placement - Scores at or above the 95th percentile on a standardised academic assessment, including sub-tests in English and Mathematics 	
3.	Social emotional assessment demonstrates that the student is free of any serious developmental or adjustment difficulties * * Decision makers also need to be aware that some social or emotional difficulties may be due to inappropriate grade placement and may be alleviated by placement in a gifted unit.	
4.	Information about skill level/s has been collected from a variety of sources and people	

Item	Personal / Family Guidelines	Yes
7.	Student positively states the desire to be placed in the gifted unit and has not been unduly pressured	
8.	Siblings who are currently either the same year level or already in the same gifted unit have been considered and discussed	
9.	Input about the student's social and emotional maturity has been sought from parents * * Gifted students are sometimes rejected by their classmates. It is important that teachers do not confuse the absence of close peer relationships with social immaturity.	

Item	Receiving School / Unit Guidelines	Yes
10.	The placement will occur at a natural transition points, ideally at the beginning of the new school year, or after mid year break	
11.	The student has been adequately prepared for the change	

Item	Review Guidelines	Yes
12.	The new placement will occur for a trial period of at least six weeks after which time the placement will be reviewed * * The student should be aware that if the trial was not successful, they would return to their original class. It is important that in such a circumstance that the student should not be made to feel they have 'failed'.	
13.	Placement will be reviewed at least annually	

Item	Other Considerations
14.	
15.	

Further Comments:



Operational Requirements - Primary Gifted Units

Establishment of Gifted Units

DET may support the establishment of a full-time gifted unit in a school where a minimum of seventeen children have been identified as gifted.

DET will recommend actions to appropriately staff gifted units.

It is highly desirable that teachers of gifted units have appropriate qualifications in gifted education.

Operation of Gifted Units

Guidelines for the operation of full-time classes for gifted students include:

- All students must meet the eligibility and placement criteria for a gifted unit;
- The unit must have not less than 17 students and should not exceed 23 students;
- Gifted units may be multi-grade but should not exceed a four year span;
- Gifted units are eligible for consideration for special funding similar to other specialist education facilities;
- It is recommended that, where possible, an equitable balance of gender be maintained in programs and that the number of students with behavioural difficulties be limited to ensure the effectiveness of the program;
- An Education Advisor – Gifted Education will support the operation of gifted units by providing information about:
 - The 'Intervention First' process for possible placement of students in the primary gifted units;
 - Identification and placement of gifted students;
 - Funding opportunities and resource information;
 - Program development;
 - Professional learning opportunities.

Special Placement Review:

Early Entry / Year Level Advancement / Subject Advancement / Gifted Unit

Student Name		DOB	Date
Parent/s			
Contact Details			
School			
Teacher			

Panel Meeting Participants	Meeting Date
Parents	
School Staff	
Student Services Personnel	
Other Participants	

Item	Placement Review	No	Yes
1	Evidence provided that indicates that the placement seems to be meeting the academic needs of the student		
2	The student has adjusted socially and emotionally to the placement		
3	The student is working to potential and achieving to an optimal level		
4	The student has stated the desire to continue with the placement		

Future Placement Recommendation
The panel has considered all relevant information and the consensus is that the exceptional needs of this student would be best met by: _____

Future Placement Information			
Commencement Date		Review Date	
Placement Details			

Further Comments:

Signature	Date	Signature	Date

Document Copies To	Date
Parents	

School Student File	
Student Services Division	

Special Placement Tracking – Gifted Student

Year Level / Subject Advancement

Student Name		DOB
Parent/s		
Contact Details		
School		
Subject		

Date	Year Level	Action	Details

Tracking Sheet Copies To	Date
Parents	
School Student File	
Student Services Division	

9. Steps for Referral to Student Services Division For Gifted Students Considered To Be At Educational Risk

Gifted Education Guidelines
to Support the Implementation of the

**Policy for the Education
of Gifted Students
in the Northern Territory
2006**

Steps for Referral to Student Services Division For Gifted Students Considered to be at Educational Risk

The following steps must be undertaken for all individual assessments for giftedness.

Completion of 'Request for Service' Form

- When students are in educational settings, the 'Request for Service' form must be signed by school principal / delegate.
- For students prior to preschool, the form can be signed by parents.

Documentation from 'Pre Referral' Attached

- The 'Pre Referral' process needs to be implemented for all individual referrals;
- Documentation needs to outline evidence that the student is at educational risk;
- Documentation needs to outline the 'Pre Referral' steps 1-4 undertaken to address the student needs;
- The documentation required can be further discussed with the Student Services Intervention First Officer.

Essential Documentation Attached – DET Gifted Checklists

- Teachers Checklist – Identifying Gifted Students
or
- Other relevant checklist
and
- Parents / Guardians Checklist

Additional Relevant Information / Reports Attached

Documentation is provided that may support possible giftedness:

<i>Documentation</i>	<i>Attached</i>	<i>Documentation</i>	<i>Attached</i>
General Ability Assessment		Academic Achievement Assessments	

Additional Relevant Information / Reports

Documentation that may support giftedness and additional learning needs:

<i>Documentation</i>	<i>Attached</i>	<i>Documentation</i>	<i>Attached</i>
Doctor / GP		Occupational Therapy	
Paediatrician		Physiotherapy	
Children's Development Team		Speech Pathology	
Family & Community Services		Guidance Officer / Psychologist Report	
Hearing Services		Other documentation	



Northern
Territory
Government

DEPARTMENT OF EDUCATION AND TRAINING

GPO Box 4821

Darwin

NT 0801

Telephone: 08 8999 4242

Facsimile: 08 8999 4222

Website: <http://www.det.nt.gov.au/students/support-assistance/special-education-disability/psychologists-gifted-education>