

# Gifted and Talented Education



## Gifted and Talented Case Study

*Richmond Public School*

*Western Sydney Region*



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NSW Department of Education and Training, 2006



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# Richmond Public School

## Gifted and Talented Case Study

### Context

Richmond Public School (RPS) is situated in the Hawkesbury, a semi-rural area in Western Sydney. The school has a student population of 275. Sixty of these students are in two Opportunity Class (OC) classes. The students are identified in Year 4 as part of a statewide testing procedure. The students that make up the OCs come from neighbouring schools and spend two years at RPS. These classes have existed at RPS for 12 years and consequently the staff at the school is familiar with gifted students.

### Rationale

While the school is familiar with gifted students, at this stage the school has no formal process for identifying gifted students within the mainstream student population K-6. At present the identification of students relies solely on individual teachers. Decisions about curriculum differentiation or extension activities to be developed are the responsibility of individual teachers.

### Aims and objectives

The project's objectives were to develop a gifted and talented (GAT) policy for the school and identification procedures for the school. This project will:

- provide professional learning for staff on the characteristics of gifted learners
- develop a school-based identification procedure for gifted students
- inform the school community about gifted learners
- develop a school-based policy
- explore the opportunity to accelerate students to meet their educational, social and emotional needs.

### Method

At the commencement of the project, the principal had just completed a Certificate of Gifted Education through New South Wales University and another member of staff had just commenced the same study. Knowledge of resources, concepts and key personnel gained through this process combined with support and advice from Department of Education and Training (DET) staff assisted the school in planning this project.

The following steps were undertaken:

- a school gifted education committee was formed
- the staff was surveyed using the Gagné-Nadeau attitude survey (1991)
- the staff was provided with professional learning on the identification of gifted students
- school-based identification strategies were developed
- a school-based gifted education policy was established
- a 'critical friend' to review school policy and identification processes was established

- professional development for staff on current research on gifted education and differentiation was provided
- the school community was informed about gifted education
- the new policy and identification process was implemented within the school
- the GAT policy was shared with neighbouring schools.

More information on identification and scoring and interpreting nomination forms can be obtained from Module 2 The Identification of gifted students –in the *Gifted and talented education professional learning package for teachers* (Merrick & Targett, 2005) available at [http://www.dest.gov.au/NR/rdonlyres/4C1BD855-C26A-45BE-875D-7E416E19540E/5461/Module2\\_PRIMARYwebversion.pdf](http://www.dest.gov.au/NR/rdonlyres/4C1BD855-C26A-45BE-875D-7E416E19540E/5461/Module2_PRIMARYwebversion.pdf)

For further information on identification refer to the *Policy and implementation strategies for the education of gifted and talented students: Support package: Identification* (NSW Department of Education and Training, 2004b) available on the Curriculum K-12: Gifted and Talented web site: [http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polsu\\_ppcd.pdf](http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polsu_ppcd.pdf)

## Results

While this project is ongoing, the results to date include:

- the development of a school-based identification process that seeks parent input for students at several transition points: kindergarten; OC students commencing in Year 5; and new enrolments to the school
- the establishment of a school-based process, utilising the Learning Support committee, to identify gifted students within the school
- staff trained in the identification of gifted students
- parents informed of gifted education strategies
- increased number of gifted students identified
- staff providing increased educational opportunities for identified students
- greater input from parents in the identification process
- increased professional conversation about gifted education
- ongoing professional development planned by the Gifted Education committee for all staff.

## Reflection

The staff at the school was quite aware of the needs of gifted students as reported in the Gagné-Nadeau (Gagné, 1991) attitude survey. As the school has two OCs (opportunity classes) it was felt that most staff members had experienced gifted students and what they were capable of achieving. The professional development and professional conversations over student identification have been extremely beneficial to the whole school.

The school still needs to continue to trial and fine tune the identification process.

# Richmond Public School

## Gifted and Talented Student Policy and Implementation Strategies

Government schools have a responsibility to educate all students to their potential. Richmond Public School (RPS) is committed to high quality educational outcomes for all gifted and talented (GAT) students. GAT students are found in all communities regardless of their ethnic, cultural or socio-economic backgrounds and include students who are underachieving and who have disabilities.

Students at RPS are taught in a learning environment that satisfies the model of pedagogy discussed in *Quality teaching in New South Wales public schools: Discussion paper* (NSW Department of Education and Training, 2003). The model promotes a high level of **Intellectual quality**, establishes a high **Quality learning environment** and generates **Significance** by connecting students with the intellectual demands of their work.

### Definitions

This policy adopts the definitions of giftedness and talent based on Gagné's (2003) *Differentiated Model of Giftedness and Talent* (DMGT).

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

**Talented students** are those whose skills are distinctly above average in one or more areas of human performance.

The translation of giftedness into talent results from application to appropriate opportunities for learning, training and practice.

(Adapted from Gagné, 2003)

At RPS it is understood that there are catalysts and impediments that can help or hinder the recognition of giftedness and the development of talent in young people. These include intra-personal and environmental factors.

### Intra-personal factors

- motivation
- self-management
- self-esteem
- self-efficacy
- poor health and disability
- learning difficulties
- language proficiency

### Environmental factors

- socio-economic background
- culture and family
- beliefs about giftedness and talent
- inter-personal relationships
- events
- teacher expectations and practices
- learning activities

(Adapted from NSW Department of Education and Training, 2004a)

The education of the gifted is a form of special education (Borland, 1989). Students supported by this program are those students from Years K to 6 identified as gifted and/or talented through multiple-criteria procedures.

### **Procedures**

The school principal, in consultation with parents/caregivers, teachers, school counsellors and other appropriate personnel, have the prime responsibility for decisions in relation to the education of GAT students.

The school's Learning Support committee is responsible for:

- ensuring identification of GAT students takes place
- fostering collaborative home-school partnerships to support GAT students
- ensuring a wide range of opportunities are provided for GAT students and that effective monitoring processes are implemented
- providing staff development opportunities in the education of GAT students.

### **Identification**

The identification process must:

- be school-wide
- use multiple criteria
- be inclusive
- be dynamic and continuous
- be culturally fair
- ensure all domains of giftedness and fields of talent are identified
- be organised and linked to differentiation
- allow for identification at all stages.

Special approaches may be required to recognise gifts and talents of

- underachievers
- students with learning difficulties
- students with disabilities
- conduct-disordered students
- students from culturally diverse backgrounds
- socio-economically disadvantaged students.

(Adapted from NSW Department of Education and Training, 2004a)

RPS employs a wide range of identification methods. These include:

- Kindergarten Information Parent Form (Appendix A)
- Primary Information Parent Form (Appendix B)
- Kindergarten Teacher Checklist (Appendix C)
- Primary Teacher Reference Form (Appendix D)
- Primary Teacher Nomination Checklist (Appendix E)
- Primary Secondary Screener (Appendix F)
- OC Student Parent Form (to be developed)
- teacher evaluation of student work and responses
- off-level testing
- competition results

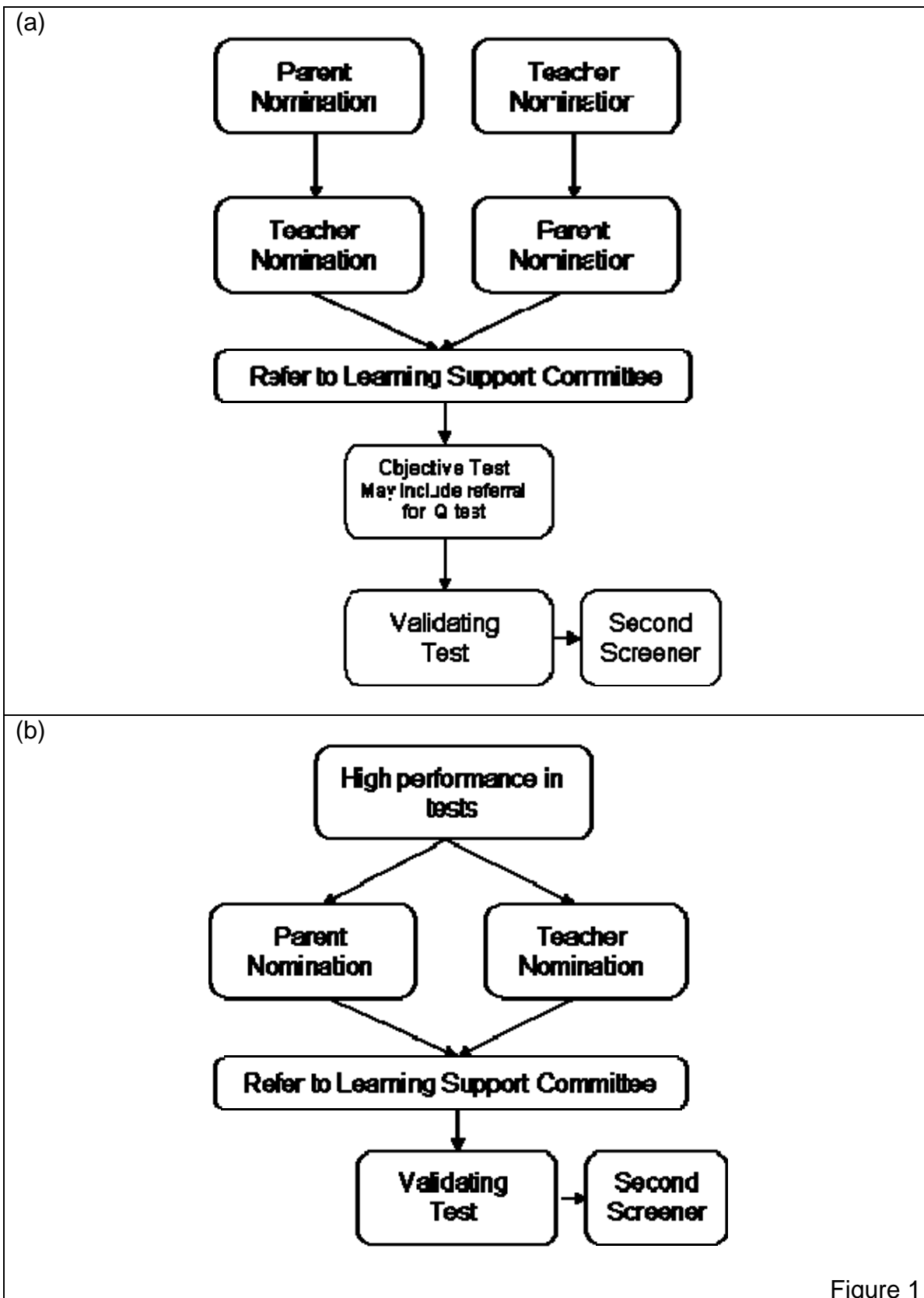
- standardised tests e.g. Torch Tests, South Australian Spelling, Waddington, PAT, MYAT, I Can Do Maths (See reference list)
- Basic Skills Test results
- IQ tests
- observational and anecdotal evidence
- interviews
- academic grades.

The process of identification of GAT students at RPS can proceed in a number of ways. Figure 1 shows that identification can initiate with nominations (a) by parents or teachers or (b) as a result of recording high performance by students in the classroom.

To enable the identification process to be effective, classroom teachers have a responsibility to:

- complete student nomination forms
- inform the Learning Support committee of nomination and review the programs implemented. The academic, emotional and social welfare of identified students is also monitored and communicated to the Learning Support committee by teachers
- gather student data to provide evidence of identification and use in the planning of suitable programs.

## Richmond Public School: Gifted Student Identification Process



## Provisions

Once a student is identified as gifted or talented, suitable teaching strategies need to be selected and implemented. These may include curriculum differentiation, accelerated progression, extension activities within and across classes, enrichment, contract work, problem solving, individual research and mentoring.

These provisions will address the needs of the gifted student by:

- incorporating elements of *Quality Teaching* (NSW Department of Education and Training, 2003) such as **Intellectual quality**, **Significance** and a **Quality learning environment** through a student-centred approach
- providing curriculum that is open-ended and promotes higher-order thinking
- encouraging independence and risk-taking
- using group-work to allow scope for leadership and cooperative decision making
- encouraging sustained and disciplined inquiry.

Differentiation is:

- deleting already mastered curriculum outcomes
- modifying content, process or product expectations of existing curriculum to provide extension and enrichment activities
- extending existing curriculum to provide enrichment activities
- providing challenging course work for able students
- writing new units or courses that meet the needs of gifted students.

Gifted students need differentiation because they:

- learn at faster rates
- find, solve and act on problems more readily
- manipulate abstract ideas and make connections to an advanced degree.  
(NSW Department of Education and Training, 2004a)

## Acceleration

Students who achieve curriculum outcomes more quickly than their age peers may be accelerated through curriculum compaction, content acceleration or partial or full-grade acceleration. The decision to accelerate must include consultation with the parent, classroom teacher, principal and school counsellor. It should not be presumed that all gifted students will benefit from acceleration (Board of Studies NSW, 2000; IOWA Acceleration Scale, 2003).

Although high-ability students certainly need to learn and demonstrate mastery of the basic skills, differentiated curriculum really begins where the regular curriculum leaves off (Keirouz, 1993).

## Enrichment for areas of strength

RPS provides enrichment and extension through activities that include:

- public speaking competitions
- choir
- band
- peer support
- Student Representative Council
- music and dance festival
- eisteddfods
- Maths Olympiad
- representative sport
- music and art camps
- writing competitions
- university competitions
- GERRIC holiday program UNSW
- Hawkesbury GAT program
- computer club
- recorder ensemble
- leadership camp

## Goals of the program

RPS aims to:

- identify GAT students across all ability domains (Gagné, 2003)
- cater for the specific needs of GAT students both cognitively and socio-affectively
- ensure staff are trained in recognising and catering for GAT students
- provide parents with strategies to best meet the needs of GAT students
- assist GAT students to recognise their own potential and develop strategies to become effective learners.

## Monitoring and evaluation

The performance of identified students is consistently monitored and regularly reviewed through school assessment and reporting to ensure that their needs are being met. This process includes teachers, parents, students and other staff involved in the provision of gifted programs. Strategies include:

- class assessment results
- collegial discussion
- anecdotal records and observations
- interviews with parents and students
- standardised test results
- work samples
- school counsellor recommendations.

Programs for GAT students also require ongoing evaluation and appropriate modification. A number of questions need to be considered to enable effective evaluation of gifted programs.

- Does the program extend to multiple levels e.g. classroom, school?
- How well does this program meet the syllabus requirements and standards?
- In what ways is this program linked to other programs for the gifted? Are there similarities and differences?
- How effective is this program in meeting its objectives?
- As a result of evaluation and reflection, how can this program be improved?

Strategies to implement effective evaluation procedures include questionnaires, research-based information, pre-tests and post-tests.

(Adapted from Van Tassel-Baska and Feng, 2004)

The monitoring and evaluation of GAT programs is the responsibility of the principal, teachers, and the learning support committee. Input from the school community and students is also valued and considered. As part of this process, students in the opportunity class at RPS conduct an exit survey at the conclusion of Year 6.

## Appendixes

- Appendix A**     **Kindergarten Information Parent Form** – all parents are asked to complete this form when their child starts Kindergarten to provide information to the school regarding any special learning needs of their child. It is used in conjunction with the Kindergarten Teacher checklist to refer students to the Learning Support committee.
- Appendix B**     **Primary Information Parent Form** – given to all parents of students who are new enrolments at RPS (Years 1-6) to provide information to the school regarding any special learning needs of their child.
- Appendix C**     **Kindergarten Teacher Checklist** – completed by Kindergarten teachers in Week 3 Term 1. Results are discussed in conjunction with Kindergarten Information Parent Form. Students may be referred to the Learning Support committee.
- Appendix D**     **Primary Teacher Reference Form** – This form describes many of the behaviours of gifted students which can be supportive or non-supportive to learning. Class teachers use this form when considering the possible giftedness of students. Class teachers may complete nomination forms for students who demonstrate at least one-third of these characteristics.
- Appendix E**     **Primary Teacher Nomination Checklist** – Teachers complete this form when nominating primary students. Students are referred to the Learning Support committee for further identification.
- Appendix F**     **Primary Secondary Screener** –Class teachers complete this second nomination form to provide further information about the student.
- OC Student Parent Form**  
*(yet to be developed)*     This form will be completed by parents of new students entering the OC. It will provide additional information to the school about talents achievements and interests of the child e.g. music, sport, drama to creating a broad profile of the child.

**Richmond Public School**  
**Kindergarten Information Parent Form**

**Child's name:** \_\_\_\_\_

The following checklist contains some characteristics of young children. We are endeavouring to gather as much information on your child as we can to assist with the transition to school and to cater for individual learning needs. Please complete the checklist below by circling the comment that best describes your child's ability.

**My child:**

**1. has quick recall of information**

(e.g. remembers complex happenings and describes them long afterwards in clear detail; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**2. shows intense curiosity and deeper knowledge**

(e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**3. is sensitive to others, feels more deeply than other children do at same age**

(e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and show distress at other children's distress or adults' distress; reads body language)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**4. uses interesting vocabulary**

(e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; stops to ask about new words then remembers them and uses them correctly later)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**5. begins to read, write or use numbers early**

(e.g. early interest in the alphabet and or in numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without instruction)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**6. has a long attention span**

(e.g. listens for long periods to stories and conversation; retells events and stories in great detail; entertains self for long periods of time; sits patiently when reading or listening to books)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**7. has a good sense of humour**

(e.g. is humorous in speech and social interactions; makes jokes, puns, plays on words)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**8. understands things well enough to teach others**

(e.g. likes to 'play school' with other children, dolls or stuffed animals; talks likes an 'expert' or likes to discuss certain topics a lot; explains ideas when he or she doesn't think the adult understands very well)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**9. is comfortable around older children and adults**

(e.g. prefers the company of adults and older children; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**10. has a good imagination**

(e.g. presents unique arguments in order to allow him to do or get things; finds imaginative ways to do things; curious at a high level that is goal-directed)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**11. Is there anything about your child's motor development that the school should be aware of?**

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**12. Is there anything about your child's language development that the school should be aware of?**

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**13. Are there things your child is good at that we should be aware of?**

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**14. Are there any areas of concern that you feel we should know about?**

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**15. Are there any health or medical issues that we should be aware of?**

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**16. Does your child have any brothers or sisters? Please list in age order.**

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**(Adapted from Sayler, 2005)**

## Richmond Public School Primary Information Parent Form

**Child's name:** \_\_\_\_\_

The following checklist contains some characteristics of children. We are endeavouring to gather information on your child to assist with transition to a new school. This information will enable us to cater for individual learning needs. Please complete the checklist below by circling the comment that best describes your child's ability.

### My child:

#### 1. has quick recall of information

(e.g. remembers complex happenings and describes them long afterwards in clear detail; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

#### 2. knows a lot more about topics than other children do at same age

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, arts etc.; finds out a lot about a particular subject on his or her own)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

#### 3. uses advanced vocabulary

(e.g. surprises older children and adults with the big words used; uses words unusual for a child; knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

#### 4. began to read or write early

(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

#### 5. shows unusually intense interest and enjoyment when learning about new things

(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves 'how to do it' and non-fiction books)

**Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree**

**6. understands things well enough to teach others**

(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

**Strongly Agree**   **Agree**   **Undecided**   **Disagree**   **Strongly Disagree**

**7. prefers the company of adults or older children**

(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)

**Strongly Agree**   **Agree**   **Undecided**   **Disagree**   **Strongly Disagree**

**8. shows leadership abilities**

(e.g. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

**Strongly Agree**   **Agree**   **Undecided**   **Disagree**   **Strongly Disagree**

**9. uses imaginative methods to accomplish tasks**

(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

**Strongly Agree**   **Agree**   **Undecided**   **Disagree**   **Strongly Disagree**

**10. Do you have any concerns regarding your child's fine motor development (e.g. handwriting, kicking a ball, catching)?**

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**11. Do you have any concerns with your child's language development (e.g. speaking, reading, writing)? If so, what assistance have you received?**

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**12. Does your child have any special interests / hobbies (e.g. music, sport, dance, public speaking)?**

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**13. Has your child participated in UNSW competitions? If yes, please indicate results.**

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**14. Has your child sat the Basic Skills Testing Program? What were the bands achieved in Literacy and Numeracy?**

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**15. Are there areas of concern you feel we should know about (e.g. traumatic events)?**

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**16. Is there any health or medical issues we should be aware of (e.g. premature birth, allergies, etc.)?**

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**17. Does your child have any brothers or sisters? List in age order.**

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(Adapted from Sayler, 2005)

# Kindergarten Teacher Checklist

(adapted from Saylor, 2005)

# Appendix C

Student	Recall of Information		Curiosity		Empathy		Vocabulary		Reads & Writes		Mathematics		Motor Skills		Interest		Humour		Understands	
	High	Average	Not Observed	Below Average	Deficient	High	Average	Not Observed	Below Average	Deficient	High	Average	Not Observed	Below Average	Deficient	High	Average	Not Observed	Below Average	Deficient
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## Primary Teacher Reference Form

Characteristic	Supportive behaviours	Non-supportive behaviours
<b>Highly curious</b>	<ul style="list-style-type: none"> <li>asks lots of questions</li> <li>inquisitive</li> <li>remembers details</li> </ul>	<ul style="list-style-type: none"> <li>asks inappropriate questions</li> <li>poor group participant</li> <li>easily diverted from task</li> </ul>
<b>Abstract thinker</b>	<ul style="list-style-type: none"> <li>makes generalisations</li> <li>tests out ideas</li> </ul>	<ul style="list-style-type: none"> <li>questions others</li> <li>questions authority</li> </ul>
<b>Flexible thinker</b>	<ul style="list-style-type: none"> <li>employs variety of strategies to work something out</li> </ul>	<ul style="list-style-type: none"> <li>manipulates people and situations by using a variety of strategies</li> </ul>
<b>Clever use of humour</b>	<ul style="list-style-type: none"> <li>enjoys 'adult' humour</li> <li>gets teachers' jokes!</li> </ul>	<ul style="list-style-type: none"> <li>uses humour at the expense of others</li> </ul>
<b>Superior vocabulary</b>	<ul style="list-style-type: none"> <li>heightened involvement in discussions</li> <li>enjoys adult-like discussions</li> </ul>	<ul style="list-style-type: none"> <li>may be bossy or overbearing when working with others</li> </ul>
<b>Advanced reading</b>	<ul style="list-style-type: none"> <li>reads widely</li> <li>advanced vocabulary and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>reads constantly</li> <li>neglects peer interaction and work - prefers to read</li> </ul>
<b>Advanced mathematical ability</b>	<ul style="list-style-type: none"> <li>enjoys solving problems</li> <li>focuses for long periods of time</li> <li>accurate in complex computations</li> </ul>	<ul style="list-style-type: none"> <li>makes errors on simple computations</li> <li>doesn't show working</li> </ul>
<b>Retention of knowledge; fast learner</b>	<ul style="list-style-type: none"> <li>moves beyond core content and skills quickly</li> <li>detailed recall of facts</li> </ul>	<ul style="list-style-type: none"> <li>rushes work, then disrupts others</li> <li>monopolises class discussions</li> </ul>
<b>Long attention span</b>	<ul style="list-style-type: none"> <li>concentrates and focuses on an area of interest for a long period of time</li> </ul>	<ul style="list-style-type: none"> <li>easily distracted unless the task is an area of passion or interest</li> </ul>
<b>Independent</b>	<ul style="list-style-type: none"> <li>self-directed</li> <li>focuses on task in research or study</li> </ul>	<ul style="list-style-type: none"> <li>reduced involvement in discussion or group work</li> <li>uncooperative in a group</li> </ul>
<b>High level of responsibility and commitment</b>	<ul style="list-style-type: none"> <li>sets attainable goals</li> <li>learns to accept own limitations</li> <li>tolerant of peers in a group</li> </ul>	<ul style="list-style-type: none"> <li>self-critical</li> <li>perfectionist when completing tasks</li> <li>sets unrealistic expectations for other group members</li> </ul>
<b>Strong feelings and opinions</b>	<ul style="list-style-type: none"> <li>listens to others and opinions</li> <li>shows concern and interest</li> <li>considers others' points of view</li> <li>aware of others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>speaks out and lacks tact</li> <li>over-reacts to others' comments and reactions</li> <li>confrontational</li> </ul>
<b>Strong sense of justice</b>	<ul style="list-style-type: none"> <li>empathises with those less fortunate</li> <li>wants to 'save the world'</li> <li>stands up for other children thought to have been poorly treated</li> </ul>	<ul style="list-style-type: none"> <li>argues the rules in games, e.g. handball</li> <li>frustration when others don't play exactly by rules</li> <li>asks older children or adults to solve issues seen as 'unfair'</li> </ul>
<b>Original and creative</b>	<ul style="list-style-type: none"> <li>comes up with ideas 'out of the box'</li> <li>sees problems as a whole</li> <li>connects thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>unaccepting of status quo</li> <li>absent-minded or daydreamer</li> <li>asks unrelated questions</li> <li>disorganised</li> </ul>
<b>High energy level</b>	<ul style="list-style-type: none"> <li>wide variety of interests</li> <li>organises time well</li> <li>high level of individualised learning</li> </ul>	<ul style="list-style-type: none"> <li>often difficult to live with</li> <li>may appear hyperactive</li> <li>easily bored so seeks out new things to explore</li> </ul>
<b>Immersion learner</b>	<ul style="list-style-type: none"> <li>wants to know everything about a topic</li> <li>becomes an expert on a topic by reading widely or talking to people</li> </ul>	<ul style="list-style-type: none"> <li>focuses on topics of interest to them, at the expense of classroom work</li> <li>shows off knowledge to prove others wrong</li> </ul>

(Adapted from Merrick &amp; Targett, 2005, pp. 17-18)







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