MOUNT LOUISA CLUSTER SCHOOLS

Pimlico SHS
Heatley Secondary College
Mundingburra SS
Heatley SS
Currajong SS
Aitkenvale SS
Vincent SS

GIFTED EDUCATION PROGRAM
POLICY AND IMPLEMENTATION PLAN
PURPOSE
This Policy and Implementation Plan (PIP) serves students of Mount Louisa Cluster schools who are gifted, excel, or are capable of excelling, in one or more areas such as general intelligence, specific academic studies, visual and performing arts, physical ability, creative thinking, interpersonal and intrapersonal skills. (DET Gifted Education Framework 2004) For the purpose of this Plan, from here on in, these students will be known as students who demonstrate to have higher intellectual potential.

This Policy and Implementation Plan serves as a mandatory guide to teachers. It provides parents with knowledge and understanding of our schools’ processes. It establishes our shared responsibility to ensure that students are provided with opportunities to develop their abilities and to meet their potential for outstanding achievement.

The P.I.P is a direct reflection of the Department of Education, Training and the Arts (DETA) Policy for the Education of Students who are Gifted (2004) which is embedded in the DET Framework for Gifted Education.

The Mount Louisa Cluster P.I.P focuses on outlining identification procedures to be utilized by key personnel at our Cluster schools. It also provides guidance on placement strategies and curriculum differentiation options for delivery of an authentic and enhancing curriculum for students who have high intellectual potential.

“Our vision for students who are gifted is that they feel valued in a learning environment that both challenges and supports them to pursue excellence and develop a passion for lifelong learning”. (Anna Bligh, Minister for Education, in a letter accompanying the “Framework for Gifted Education’, 2004)

OVERVIEW
The Gifted Education agenda has evolved within the context of a holistic vision of teaching and learning at Mount Louisa Cluster Schools. In 2009 14 teachers in the Mount Louisa Cluster completed the online GERRIC course and plan supported by District personnel through coaching/ reflection sessions. A G&T Day of Excellence for 80 identified students across the Cluster was held at Heatley Secondary College with a focus on Science. In 2011, four Gifted Education Mentors (GEMs) have been trained from our Cluster Schools to support the implementation of the five key strategies outlined in the Framework for Gifted Education; provide leadership and co-ordination of school’s Gifted Education Plans, to write the Mount Louisa Cluster Policy and Implementation Plan and provide professional development and support for all staff within our schools on Gifted Education. It is anticipated that once endorsed by all schools within the Cluster, that this PIP will be each school’s Gifted Education Plan and serve as the guide to inform on how to provide for the learning needs of identified students with high intellectual potential.

OBJECTIVES
Mount Louisa Cluster Schools are committed to
- Ensuring all staff members are aware of the characteristics of giftedness and the specific learning needs of gifted students.
- Actively identifying students who are gifted regardless of their ethnicity, location, (dis)ability, gender or economic status.
- Improving their learning outcomes through innovative curriculum delivery.
- Fostering collaborative partnerships between home and school.
UNDERSTANDING GIFTEDNESS
Consistent with Education Queensland’s Smart State agenda, Mount Louisa Cluster Schools acknowledges the priority of identifying students who have high intellectual potential.

These are students capable of excellence in areas of general intelligence, specific academic studies, visual and performing arts, physical abilities, creative thinking and interpersonal and intrapersonal skills. Characteristically, their pace of learning is advanced and their standards of performance exceptional in comparison to same-age students.

Whilst such students have the potential for remarkable achievement, Mount Louisa Cluster Schools recognize that without an articulated response of identification and program delivery they can be at-risk for underachievement and disengagement from the learning process.

The Cluster schools are committed therefore to providing a classroom environment which enables them to demonstrate and develop their abilities. We are especially mindful that these identified students need to engage with the experience of application and effort so that they integrate the habits of lifelong learning.

Our policy is aligned with the model of giftedness developed by Francoys Gagne (2003) as it differentiates the terms “gifted” and “talented”. The key to Gagne’s view of giftedness lies in the fact that it defines outstanding potential rather than outstanding performance. Gagne suggests that these two terms should be used selectively to identify two different stages in a highly able student’s journey from high potential to high performance.

GAGNE’S MODEL OF GIFTEDNESS & TALENT
PRINCIPLES FOR STUDENTS WHO HAVE HIGH INTELLECTUAL POTENTIAL:
As an inclusive school, the following principles are regarded as fundamental to the vision and objectives for students identified as having high intellectual potential.
- Equity: appropriate educational programs that meet the learning needs of all students.
- Recognition of difference: gifted students are differentiated from their chronological age peers on the basis of their exceptionally advanced speed of learning, insightful quality of their thinking and their intellectual curiosity and their demonstrated ability in one or more areas.
- Educational excellence: all students have the right to educational programs that result in learning outcomes commensurate with their abilities.
- Partnerships: the education of identified students is the shared responsibility of teachers, parents/carers, students and education administrators.
- Evidence-based practices: Mount Louisa Cluster schools upholds the principle of enacting educational programming that is based on contemporary research-based best practice and by ongoing evaluation and improvement.

INCLUSIVE EDUCATION
Mount Louisa Cluster Schools recognise that giftedness occurs throughout all socio-economic groups, ethnicities, both genders and in students with disabilities including specific learning disabilities. The identification process at Mount Louisa Cluster Schools is fully inclusive, recognising and celebrating the diversity of our school community.

IDENTIFICATION OF STUDENTS WHO HAVE HIGH INTELLECTUAL POTENTIAL
Mount Louisa Cluster Schools has developed a multi-level, multi-faceted process for identification of students who have high intellectual potential. It encourages a school-community based approach that is progressive in its accumulation of data using a combination of techniques and strategies that are both objective and observational. Importantly, all of these tools have been recognized in the literature as appropriate and defensible.

The following list of identification tools have been sourced from the Gifted Education Mentors professional development training in the NQ Region in 2011. (Appendix One)
- Sayler Teacher and Parent Checklists
- Harslett Academic Rating Scale (Indigenous students)
- Harslett Parent Checklist (Indigenous students)
- Whitmore’s Underachiever Checklist

The process of identification will come under the auspices of the Gifted Education Program Reference Group within each school (if one such exists) and/or the school’s Special Needs Committee. A suggested GEP Reference Group could include -
- Principal / Deputy Principal
- GEP Program Co-ordinator (in some school’s this person will be the Gifted Ed Mentor)
- Class teachers *
- Guidance Officer
- Parent Representative/s (optional)
- STL&N team representative

*It is preferable that the teacher representatives have received in-service in the educational needs of gifted students as well as training in the administration and interpretation of tests available to teachers.

The GEP Reference Group and/or Special Needs Committee will oversee the process of identification as outlined in Appendix One.

RESPONSIBILITIES FOR ENACTING THE POLICY
Parents/carers are encouraged to be:
- Proactive in seeking information about giftedness in children.
- Willing to liaise with teachers and support staff to facilitate identification of the exceptional abilities of a child and to become an active participant in the school’s programming and implementation.
- Involved in providing a supportive learning environment at home.
- Active in their encouragement of their child to pursue excellence, to work hard, to develop mastery and to accept failure as an opportunity to learn.
- Informed about the options available to support their child’s development, including community organisations and programs.

The class teacher/s is/are responsible for:
- Developing familiarity with characteristics of giftedness.
- Becoming actively involved in identification protocols established under the policy of the school.
- Liaising with parents/carers regarding student needs and progress.
- Working with specialist support staff including Guidance Officers and Gifted Education specialists.
Implementing differentiated curriculum that is appropriate to a child’s learning experiences and needs. See (Appendix Two)

Ensuring appropriate levels of challenge such that advanced students will continue to experience depth and complexity in their learning experiences.

Continuing to evaluate the effectiveness of their provision for identified students

Participating in professional development aimed at enhancing knowledge of best practice and skills in the delivery of appropriately supportive interventions.

The Principal is responsible for:

- Providing leadership in the school community to ensure that all aspects of the Policy are implemented.
- Increasing school capacity to provide appropriate support options for identified students by:
  1. Assisting teachers to access suitable professional development.
  2. Supporting collaboration and networking within and beyond the school (including across primary and secondary schools) to increase access to programs, expertise and facilities.
  3. Extending school capacity to engage identified students in learning that challenges and supports them.
- Overseeing collaborative protocols that engage students, parents/carers, classroom teachers, school administrators together with Guidance Officers and Gifted Education Specialist.
- Integrating this P.I.P. into the school’s strategic documents, specifically the Strategic Plan, School Annual Operational Plan, and the School Annual Report.
- Providing support and approval for accelerated placements.
- Liaising with linked secondary schools regarding supplementary programming and alternative entry options for identified students.

The Gifted Education Program (GEP) Co-ordinator at each school is responsible for:

- Ensuring the implementing of protocols relevant to ethical standards and confidentiality of student records and test materials in collaboration with the Guidance Officer.
- Providing opportunities for parents and carers to learn more about gifted education and the learning needs and contexts of their child/ren.
- Plan and implement appropriate professional development opportunities for teachers and associated school support staff.
- Maintaining a library of current resources - books and teaching materials that can be accessed by staff and parents.

The Gifted Education Reference Group or Special Needs Committee is responsible for:

- Facilitating the ongoing development of our Gifted Education Program at our school.
- Providing a forum for all stakeholders to provide input to the implementation of the Gifted Education Program.

Placement Strategies

It is the responsibility of the Principal in each school of the Mount Louisa Cluster Schools to determine and manage the placement strategy of students identified with high intellectual potential to suit their own school context. The aim of the placement strategy is to establish an environment in which gifted students feel valued and which challenges and supports their pursuit of excellence, and ultimately a passion for lifelong learning. Subject Acceleration and Acceleration/Accelerated Placement is the responsibility of the Principal to manage in their individual schools as per the guidelines provided in the DET Gifted education Framework 2010.

Within the Mount Louisa Cluster Schools there will be the opportunity at least once per year for students of the Cluster groups to participate in a Day of Excellence.

Selection into a cluster group is on the basis of the identification protocols exercised by the G.E.P. Reference Group and/or the Special Needs Committee or determined by the Principal of the school in consultation with relevant staff.

As an identified cluster of high-ability students, this group will be taught a curriculum that is differentiated and rigorous in its level of demand.

In summary

The Mount Louisa Cluster Schools Gifted Education Policy and Implementation Plan is a document that supports the implementation of DET’s Gifted Education Framework 2010 for our local schools. Our Mount Louisa Cluster Schools Policy and Implementation Plan ensures these commitments are fulfilled when delivering teaching and learning programs for our students with high intellectual potential.

I would like to acknowledge our Mount Louisa Cluster GEM’s – Amanda Hannan, Shandelle O’Rielly, Julie Burley and Diane Morgan for their dedication and commitment in writing this Policy and Implementation Plan.

Lesley Pecchiar (Principal, Mundingburra SS) October 2011
The following is a checklist of characteristics of gifted young children. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item. A more detailed explanation of each point is offered over the page.

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>CHARACTERISTIC</th>
<th>TICK APPROPRIATE LEVEL</th>
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<tbody>
<tr>
<td></td>
<td>1. Has quick accurate recall of information.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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<td></td>
<td>2. Shows intense curiosity and deeper knowledge than other children.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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<td>3. Is empathetic, feels more deeply than do other children that age.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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<td></td>
<td>4. May not always display their advanced understanding in everyday situations.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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<td></td>
<td>5. Uses advanced vocabulary.</td>
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<td></td>
<td>6. Reads, writes, or uses numbers in advanced ways.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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<td>8. Shows unusually intense interest and enjoyment when learning about new things.</td>
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<td></td>
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<td>10. Understands things well enough to teach others.</td>
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<td></td>
<td>11. Is comfortable around older children and adults.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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<td></td>
<td>12. Shows leadership abilities.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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<td></td>
<td>13. Is resourceful and improvises well.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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<td></td>
<td>14. Shows logical and metacognitive skills in managing own learning.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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<td></td>
<td>15. Uses imaginative methods to accomplish tasks.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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<td></td>
<td>16. Use this section to tell us anything you think is important about this child that we have not asked about</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
DETAILED EXPLANATIONS:

1. Has quick accurate recall of information.
   (e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)

2. Shows intense curiosity and deeper knowledge than other children.
   (e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

3. Is empathetic, feels more deeply than do other children that age.
   (e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others’ feelings and shows distress at other children’s distress or adult’s distress; will subjugate their needs to the needs of others; reads body language)

4. May not always display their advanced understanding in everyday situations.
   (e.g. becomes cranky or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

5. Uses advanced vocabulary.
   (e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)

6. Reads, writes, or uses numbers in advanced ways.
   (e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others)

7. Advanced play interests and behaviours.
   (e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations, or sophisticated play activities)

8. Shows unusually intense interest and enjoyment when learning about new things.
   (e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

9. Has an advanced sense of humour or sees incongruities as funny.
   (e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words; sees humour in situations, even ones against him or her, and laughs at the situation)

10. Understands things well enough to teach others.
    (e.g. likes to play school with other children, dolls or stuffed animals; talks like an ‘expert’ or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn’t think the adult understands very well)

11. Is comfortable around older children and adults.
    (e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)

12. Shows leadership abilities.
    (e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

13. Is resourceful and improvises well.
    (e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or non-traditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)

    (e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)

15. Uses imaginative methods to accomplish tasks.
    (e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don’t want to do; curious with a high energy level that is goal directed)

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SAYLER GIFTED AND TALENTED CHECKLIST FOR PARENTS
(For consideration of acceleration within the compulsory years of schooling)

THINGS MY CHILD HAS DONE
Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven’t noticed how your child compares to an item, fill in the Unsure or don’t know circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child’s name:___________________ Child’s birthday:___________________
Your name:____________________ School name:_____________________
Date:____________

My child:
1. Has quick recall of information.
   (e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know
   A personal example:

2. Knows a lot more about some topics than do other children that age.
   (e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know
   A personal example:

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)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know
   A personal example:

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)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know
   A personal example and age of child at the time:

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 nonfiction books)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know
   A personal example:

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)
   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know
   A personal example:
7. Is comfortable around adults.
(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)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

A personal example:

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)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

A personal example:

9. Is resourceful and improvises well.
(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for
projects; uses objects in unusual ways; makes 'something out of nothing')

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

A personal example:

10. 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)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know

A personal example:

11. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.
THINGS MY YOUNG CHILD HAS DONE

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think your child is like the item by using the scale to the right of each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the Unsure or don't know circle. Use the space below the item for examples concerning your child, add as many details as you can remember. Be as specific as possible in describing your child’s interests and accomplishments.

The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of your child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child’s name:___________________ Child’s birthday:___________________
Your name:____________________ School name:_____________________
Date:____________

My child:
1. Has quick accurate recall of information.
   (e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know

   A personal example:

2. Shows intense curiosity and deeper knowledge than other children.
   (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; remembers things in great detail)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know

   A personal example:
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3. Is empathetic, feels more deeply than do other children that 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 shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know

   A personal example:

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

   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know

   A personal example:

5. Began to read, write or use numbers early.
   (e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know

   A personal example and approximate age of your child at the time:
6. Understood phrases or brief sentences as an infant.
(e.g. listened intently; understood and acted on short sentences such as 'Give mum a hug' or 'Bring me the book and I will read to you')

SA 10 9 8 7 6 5 4 3 2 1 0 SD O Unsure or don’t know
A personal example and approximate age of your child at the time:

7. Began speaking first in words and sentences earlier than other children.
(e.g. spoke first words before age one; went from saying individual words to speaking in sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers)

SA 10 9 8 7 6 5 4 3 2 1 0 SD O Unsure or don’t know
A personal example and approximate age of your child at the time:

8. Early motor development.
(e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles)

SA 10 9 8 7 6 5 4 3 2 1 0 SD O Unsure or don’t know
A personal example and approximate age of your child at the time:

9. Shows unusually intense interest and enjoyment when learning new things.
(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD O Unsure or don’t know
A personal example:

10. Has an advanced sense of humour or sees incongruities as funny.
(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words)

SA 10 9 8 7 6 5 4 3 2 1 0 SD O Unsure or don’t know
A personal example:

11. Understands things well enough to teach others.
(e.g. likes to play school with other children, dolls or stuffed animals; talks like an ‘expert’ or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn’t think the adult understands very well)

SA 10 9 8 7 6 5 4 3 2 1 0 SD O Unsure or don’t know
A personal example:

12. Is comfortable around older children and adults.
(e.g. craves for attention from adults; likes to be with older children and adults; 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)

SA 10 9 8 7 6 5 4 3 2 1 0 SD O Unsure or don’t know
A personal example:

13. Shows leadership abilities.
(e.g. sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD O Unsure or don’t know
A personal example:
(e.g. finds unique or nontraditional ways; plays for long periods of time with imaginary friends; diligent in getting things they want regardless of where you've put them; makes believable endings to stories)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
A personal example:

15. Uses imaginative methods to accomplish tasks.
(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
A personal example:

16. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.

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Teacher - CHECKLISTS FOR IDENTIFICATION OF
GIFTED AND TALENTED ABORIGINAL STUDENTS

The following pages include a series of checklists which may be adapted for the identification of gifted and talented Aboriginal students.

HARSLETT SCALES FOR RATING THE BEHAVIOURAL CHARACTERISTICS OF ACADEMICALLY AND INTELLECTUALLY GIFTED ABORIGINAL STUDENTS

DIRECTIONS
These scales are designed to obtain estimates of a student’s characteristics in the domain of intellectual abilities. The items are derived from research which determined from Aboriginal adults their perception of the indicators of giftedness in Aboriginal children.

Each item in the scale should be considered separately and the rating should reflect the degree to which you have observed the presence or absence of each characteristic. Read each statement carefully and place a TICK according to the following scale:

(1) seldom or never    (2) occasionally    (3) considerably    (4) almost always

SCORING
1. Add the total number of ticks in each column to obtain the column total.
2. Multiply the column total by the weight for each column to obtain the weighted column total.
3. Sum the weighted column totals across to obtain the score.

[Acknowledgement: Renzulli et al, 1976]
HARSLETT RATING SCALE OF BEHAVIOURAL CHARACTERISTICS
FOR THE IDENTIFICATION OF ACADEMICALLY GIFTED
ABORIGINAL STUDENTS

Student’s name ___________________________ Year level ______ Age ___
School ___________________________________________ Date __________

RATINGS  (1) seldom or never  (2) occasionally  (3) considerably  (4) almost always

<table>
<thead>
<tr>
<th>Behavioural Characteristic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Achieves above average in one or more subjects at school. Reads well and completes work without error.</td>
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<tr>
<td>2 Shows independence and an ability to do things by himself/herself. Has confidence in his/her ability. Is mature in his/her interaction with other people and above to provide leadership.</td>
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<tr>
<td>3 Learns quickly and demonstrates an ability in either a single subject area or in a range of fields. Adapts quickly to a learning task and achieves results with little instruction.</td>
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<tr>
<td>4 Shows interest and curiosity in new ideas, TV, books and what is going on around. Is observant. Asks many questions, frequently comments, shows an interest in achievement, the future and in unusual things.</td>
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<tr>
<td>5 Has a positive attitude towards school and towards doing tasks. Is happy, respectful, co-operative, mixes with others and is generally well behaved.</td>
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<tr>
<td>6 Listens attentively, takes notice of advice and able to carry out instructions.</td>
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<tr>
<td>7 Shows ability and performs above year level. Does things at an early age and may like to be with older children and adults.</td>
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<tr>
<td>8 Communicates well orally, can relate to people and can be persuasive.</td>
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<tr>
<td>9 Shows perseverance and commitment. Will work with determination on difficult and lengthy tasks.</td>
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<tr>
<td>10 Shows interest in school. Does homework and school work without help. Proud of what he/she does at school and wants to tell about what he/she has done at school.</td>
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<tr>
<td>11 Has a good memory.</td>
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</tr>
</tbody>
</table>

SCORE
Add column total
Multiply by weight
Add weighted column totals
Total

1 2 3 4
> > >
Parent - CHECKLISTS FOR IDENTIFICATION OF GIFTED AND TALENTED ABORIGINAL STUDENTS

The following pages include a series of checklists which may be adapted for the identification of gifted and talented Aboriginal students.

HARSLETT SCALES FOR RATING THE BEHAVIOURAL CHARACTERISTICS OF ACADEMICALLY AND INTELLECTUALLY GIFTED ABORIGINAL STUDENTS

DIRECTIONS

These scales are designed to obtain estimates of a student’s characteristics in the domain of intellectual abilities. The items are derived from research which determined from Aboriginal adults their perception of the indicators of giftedness in Aboriginal children.

Each item in the scale should be considered separately and the rating should reflect the degree to which you have observed the presence or absence of each characteristic. Read each statement carefully and place a TICK according to the following scale:

(1) seldom or never    (2) occasionally    (3) considerably    (4) almost always

SCORING

4  Add the total number of ticks in each column to obtain the **column total**.
5  Multiply the **column total** by the weight for each column to obtain the **weighted column total**.
6  Sum the weighted column totals across to obtain the score.

[Acknowledgement: Renzulli et al, 1976]
HARSLETT RATING SCALE OF BEHAVIOURAL CHARACTERISTICS FOR THE IDENTIFICATION OF INTELLECTUALLY GIFTED ABORIGINAL STUDENTS

Student’s name ___________________________ Year level _____ Age ___
School ___________________________________________ Date ___________

RATINGS  (1) seldom or never  (2) occasionally  (3) considerably  (4) almost always

<table>
<thead>
<tr>
<th>Behavioural Characteristic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Able to talk clearly. Can communicate well with people. Can talk to adults.</td>
<td></td>
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</tr>
<tr>
<td>2 Asks a lot of questions, notices things, willing to try something new.</td>
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<tr>
<td>3 Thinks things out for himself/herself. Will do things without being asked. Acts like an older child would.</td>
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<tr>
<td>4 Listens, takes things in and wants to learn.</td>
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<tr>
<td>5 Able to learn quickly and thinks up new ideas.</td>
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<tr>
<td>6 Knows about Aboriginal things (culture, tradition, language)</td>
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<tr>
<td>7 Likes to do hard things (to build cubbies, fix bikes, housework)</td>
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<tr>
<td>8 Tells jokes and has a funny sense of humour.</td>
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</tr>
<tr>
<td>9 Able to remember things from when he/she was very young. Can remember direction in the bush.</td>
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<tr>
<td>10 Thinks like an older person and spends lots of time with older people.</td>
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<tr>
<td>11 Really wants to do things and sticks with it.</td>
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</tr>
<tr>
<td>12 Shows interest in school, does well in all subjects. Does work at home with no help. Speaks about what he/she does at school. Gets good reports.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Personality traits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• is independent, confident, determined and may even be rebellious at times</td>
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<td></td>
</tr>
<tr>
<td>• shows leadership, is persuasive, is a participator, accepts responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCORE
Add column total
Multiply by weight
Add weighted column totals
Total
A CHECKLIST TO IDENTIFY GIFTED UNDERACHIEVERS

Observe and interact with the child over a period of at least two weeks to determine if he or she possesses the following characteristics. If the student exhibits ten or more of the listed traits, including all that are asterisked, individual intelligence testing by a psychologist (Stanford-Binet or Wechsler Intelligence Scale for Children – 3rd Edition WISC-III) is recommended to establish whether he or she is a gifted underachiever.

- Poor test performance
- Achieving at or below grade-level expectations in one or all of the basic skill areas: reading, language arts, mathematics
- Daily work frequently incomplete or poorly done
- Superior comprehension and retention of concepts when interested
- Vast gap between qualitative level of oral and written work
- Exceptionally large repertoire of factual knowledge
- Vitality of imagination: Creative
- Persistent dissatisfaction with work accomplished, even in art
- Seems to avoid trying new activities to prevent imperfect performance; evidences perfectionism, self-criticism
- Shows initiative in pursuing self-selected projects at home
- Has a wide range of interests and possible special expertise in an area of investigation and research
- Evidences low self-esteem in tendencies to withdraw or be aggressive in the classroom
  - Does not function comfortably of constructively in a group of any size
  - Shows acute sensitivity and perceptions related to self, others and life in general
  - Tends to set unrealistic self-expectations: goals too high or too low
  - Dislikes practice work or drill for memorization and mastery
- Easily distracted; unable to focus attention and concentrate efforts on tasks
- Has an indifferent or negative attitude towards school
- Resists teacher efforts to motivate or discipline behaviour in class
- Has difficulty in peer relationships: maintains few friendships

APPENDIX 2

WHAT IS CURRICULUM DIFFERENTIATION?

- A ‘one size fits all’ syllabus rarely delivers what it claims yet most syllabus documents are designed to meet the learning needs of the majority of students in any classroom.
- Suggestions that the ‘special learning needs’ students, as well as gifted students, may need curriculum modifications can be overwhelming to classroom teachers who may have no previous experience in planning a multi-layered program.

Curriculum differentiation can address this issue and help to cater for the different learning needs of students in any classroom structure.

**Differentiated curriculum addresses the different learning styles and rates of learning of students in both mixed ability and self contained gifted classrooms.**

DESIGNING DIFFERENTIATED CURRICULUM

Maker (1982) describes curriculum differentiation for gifted students as encompassing four areas:

**Content modifications** (Content) for gifted students should:
- be abstract, complex, varied
- involve issues of organisation, study of people, methods of inquiry.

**Process modifications** (General Capabilities) for gifted students should:
- involve higher order thinking processes
- promote creative and critical thinking
- require problem solving
- involve group interaction
- have variable levels of pacing
  ▪ allow for debriefing of the process
- involve open-endedness
- allow for freedom of choice.

**Product modifications** (Assessment) for gifted students should:
- involve real world problems
- be for real world audiences
- require real deadlines
- require transformation of learning
- involve appropriate assessment and evaluation
- involve extended or accelerated outcomes.

**Learning environment modifications** for gifted students should:
- be flexible and open
- encourage independent and intrinsic learning
- be accepting and non-judgemental
- encourage complex and abstract thought

The following strategies will also assist the process of differentiation:
- Assessing students’ prior skills and understandings (pretest).
- Using this pre-testing to compact the curriculum for students who have already mastered the year level Curriculum Content
- Using tiered assignments and/or assessment tasks
- Accelerating the pace for gifted students to allow for independent study on student interest
- Flexibly grouping to allow gifted students to work with like-minded peers
- Designing independent research tasks where students learn how to develop and manage their independent learning skills. The degree of complexity of the project will depend on student readiness and independent research may begin as a paired project.
- Negotiating learning contracts where a written agreement between teacher and student results in students working independently. The contract helps students to set daily and weekly work goals and develop management skills. It also helps the teacher keep track of student progress.
- Creating learning centres, particularly in early childhood and primary classrooms. It is important to note that a learning centre is not necessarily differentiated unless the activities are varied by complexity, taking into account different student ability and readiness. It is also important that students understand what is expected of them in any task they choose from the learning centre and that they are encouraged to develop time management skills to complete these tasks.
Becoming a teacher as a facilitator rather than a director of learning.

COMPACTING THE CURRICULUM

There are six key steps to curriculum compacting:
• identifying the outcomes
• pre-testing the outcomes
• eliminating the areas of repetition
• streamlining the learning experiences
• offering enrichment, extension and/or acceleration - matching student need to intervention
• documenting the process.

Once the unit has been mapped out, the next step is to design ways to assess prior learning. In this design, it is important to:
• take into account the variety of student learning styles, so that all students have the opportunity to demonstrate what they understand and what skills they already possess.
• pre-test the key or assessable outcomes.
• make sure that students have encountered the style of pre-test previously, eg, if students have not used a Venn diagram before, teach them the skill first then use the strategy as a pre-test.

The following list of ideas may be helpful in the construction of pre-tests for your unit of work:
• Concept maps
• Venn diagrams
• Flow charts
• Draw a diagram, picture
• Written response
• Picture matching
• Experimental design
• Label a diagram
• Multiple choice
• Short answers
• Essay response
• Problem solving
• Hypothesis-based responses
• Cloze passage
• Make a model
• Hands-on activities
• Bloom’s Taxonomy questions (one from each level)

BLOOM’S TAXONOMY STRATEGIES can be used in a variety of ways in the classroom and do not always need to lead to a physical product. For example, questions framed from the taxonomy might be used as discussion starters and the taxonomy itself may be taught to the students to provide them with a greater understanding of the requirements of each level within it.

The following strategies are suggested as some possible ways of implementing Bloom’s Taxonomy in the classroom:
• Discussion starters
• Small group activities
• Independent research tasks
• Contract sheets which allocate a different proportion of questions at different levels
• Pre-tests
• Post-tests
• Assessments
• Learning centres

DEVELOPING CREATIVE AND DIVERGENT THINKING SKILLS

An excellent model to develop creative and divergent thinking skills with students is the Williams Model (1993). This three-dimensional model focuses on:
• the subject matter of the curriculum;
• the teaching strategies that stimulate positive learning behaviours;
• the development of cognitive-intellective and affective-temperament behaviours of students, using the following strategies:
  • Fluency - measured by number of responses
  • Flexibility - measured by the variety of changes or categories
  • Originality - measured by degree of unusual or uncommon responses
  • Elaboration - embellishment or expansion of the idea
• Risk-taking - willingness to try different or difficult things
• Curiosity - ability to seek many alternatives, depth of study
• Complexity - capacity to explore or discover
• Imagination - power to visualise, dream or conceive forms of action symbolically

DEVELOPING INDEPENDENT STUDY OR RESEARCH PROJECTS

Kaplan (1979) listed the following principles as a guide in making curriculum decisions for gifted students:
1. Focus on major issues and concepts.
2. Emphasis on a large knowledge base.
3. Use of activities that show how subjects relate.
4. Emphasis on in-depth research.
5. Teaching of thinking skills.
6. Higher order thinking incorporated into all instruction.
7. Increased complexity and pace.
8. Focus on student self-direction.
### A Model of Curriculum Provision for Gifted Education and Talent Identification

(based on Zigzag and Unicorn, to be used in conjunction with Student Identification Model)


<table>
<thead>
<tr>
<th>Strand 1 Expanding Interests</th>
<th>Strand 2 Enhancing Education</th>
<th>Strand 3 Implementing Gifted Education</th>
<th>Strand 4 Educating the Gifted</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students.</td>
<td>Activities that introduce students to higher level thinking activities to extend students opportunities to participate in school and regional events or competitions.</td>
<td>Challenges that involve inclusive learning/teaching and feeling focused on teaching all students to use advanced skills and processes which match students’ learning needs and learning styles.</td>
<td>Individual or small group activities where students are challenged at high levels to further develop their talents to their full potential.</td>
<td></td>
</tr>
<tr>
<td><strong>Participants:</strong> Any students</td>
<td><strong>Participants:</strong> Any students</td>
<td><strong>Participants:</strong> Any students</td>
<td><strong>Participants:</strong> Identified students</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> To identify students who may benefit from opportunities to participate in similar activities at a higher level.</td>
<td>To identify students, including underachievers, for participation in school teams and/or withdrawal programs.</td>
<td>To identify students’ learning needs through the provision of differentiated curriculum that addresses different learning styles, rates of learning and degrees of complexity.</td>
<td>To provide students who excel or are capable of excelling in one or more areas, with a negotiated, accelerated progression.</td>
<td></td>
</tr>
</tbody>
</table>
| **Indicator:** For participation in Strand 1 type activities students may display potential for:  
  - Advanced interest  
  - Enthusiasm for learning  
  - Motivation  
  - A keen sense of observation  
  - Creativity and originality  
  - Accelerated pace of thinking  
  - Quick recall  
  - Sensitivity, compassion for others  
  - Varying interests  
  - Curiosity | For participation in Strand 2 type activities students may possess:  
  - Critical and/or creative thinking ability  
  - Problem solving ability  
  - Philosophical thinking  
  - Leadership skills  
  - High level communication skills  
  - Interpersonal skills  
  - Ability to work in groups  
  - Intrapersonal skills  
  - Advanced physical ability | To participate in a differentiated curriculum, the student is expected to be developing skills which may include:  
  - Independent learning ability  
  - Task commitment  
  - Research and reporting skills  
  - Problem finding and solving ability  
  - High level critical and creative thinking skills, eg analysis, synthesis and evaluation  
  - Metacognitive skills | To successfully operate as an independent learner, the student is expected to demonstrate a range of characteristics and behaviours from all strands as well as:  
  - Above average ability  
  - Task commitment  
  - Creativity | |
| Further talents may be observed through:  
  - Independent Studies  
  - Advanced Thinking skills Programs  
  - Real Life Investigations  
  - Centres for excellence | Negotiation results in individualised curriculum which employs strategies such as: | |
<p>| Criteria are in accordance with the skills needed for entry into withdrawal programs | | | |</p>
<table>
<thead>
<tr>
<th>Strand 1</th>
<th>Strand 2</th>
<th>Strand 3</th>
<th>Strand 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding Interests</td>
<td>Enhancing Education</td>
<td>Implementing Gifted Education</td>
<td>Educating the Gifted</td>
</tr>
<tr>
<td>Physical dexterity</td>
<td></td>
<td>The student has demonstrated a high Level of talent as well as independent learning skills.</td>
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<tr>
<td>Humour</td>
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<tr>
<td>Persistence</td>
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<td>Fluid reasoning</td>
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<td>Intuitive thinking</td>
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<tr>
<td>Moral judgment</td>
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<tr>
<td>Perfectionism</td>
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<tr>
<td>Entrepreneurship</td>
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<tr>
<td>Leadership</td>
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</tbody>
</table>

**Curricular and Extra Curricular Activities Examples:**
- Challenging tasks
- Chance to make learning choices
- Webquests
- Philosophical inquiry
- Learning circles
- Class meetings
- Learning centres
- Clubs (Debating, Chess, Computer)
- Student council
- Concerts
- Competitions
- Sports days
- Camps
- Choir, band
- Instrumental Performances

**Enrichment Activities and Withdrawal Programs Examples:**
- Enrichment programs
- Days of excellence
- Leadership courses
- Thinkfest programs
- Festivals
- Maths challenge programs
- Enrichment camps e.g. Writers’, the Arts
- Industry placements
- District trials
- Eisteddfods
- Vacation schools
- In depth field studies
- Student exchange e.g. local, interstate, international

**Classroom provisions to Enable Curriculum Differentiation Examples:**
1. **Content**
   - Abstract concepts
   - Depth, complexity, variety
   - Study of methods of enquiry
2. **Process**
   - High level thinking (Bloom)
   - Critical and creative thinking
   - Variable pacing
   - Problem finding and solving
3. **Product**
   - Real problems
   - Real audiences
   - Real deadlines
   - Transformations
   - Evaluation

**Individualised Pathways Examples:**
- Early entry; primary/secondary/tertiary
- Subject acceleration
- Year level acceleration
- Curriculum compacting
- Negotiated, self-paced investigations
- Extracurricular programs
- Mentoring
- Dual enrolments
- Centres for excellence (e.g. sport, the arts)

**Seven categories of differentiation are:**
- Appropriate speed
- Cognitive processes
- Enrichment / extension
- Personal experience / autonomy
- Multiple intelligences
- Deductive thinking
- Social change (Braggett, E., 1997)
### Strand 1: Expanding Interests
- Musicals
- Art/Drama Festivals
- Excursions
- Guest speakers

### Strand 2: Enhancing Education
- Mentors in residence
- Real life practice, e.g. enterprise education
- Expositions

### Strand 3: Implementing Gifted Education
- Environment
  - student-centred
  - encourage independence
  - open and accepting
  - complex, with variety (after Maker, C.J., 1982)

### Strand 4: Educating the Gifted
Accelerative practices require special consideration. For information go to the EQ Policy: Framework for Gifted Education, Department of Education and the Arts.

### Selection Process for Entry into Extension/Enrichment Program

<table>
<thead>
<tr>
<th>Process</th>
<th>Strand 1</th>
<th>Strand 2</th>
<th>Strand 3</th>
<th>Strand 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher observes and notes students who meet criteria for advanced studies.</td>
<td>Teacher observes specific children during sessions.</td>
<td>Teacher observes specific students during class sessions.</td>
<td>Teacher, parents, or experts assess student products and performances.</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher discusses extension/enrichment possibilities (also with parents).</td>
<td>Teacher rates students according to selection criteria.</td>
<td>Teacher rates students according to selection criteria for an individualised program.</td>
<td>Teacher uses checklist, intelligence test, achievement test, aptitude test, test of creative abilities, anecdotal records, grades.</td>
</tr>
<tr>
<td>3.</td>
<td>Students who meet criteria participate in higher level activities.</td>
<td>Teacher makes selection based on ratings.</td>
<td>Teacher notes parent, peer, self nominations.</td>
<td>Student, teacher, parents or experts develop Individual student Profile.</td>
</tr>
<tr>
<td>4.</td>
<td>Selected students participate in withdrawal program.</td>
<td>Selected students participate in withdrawal program.</td>
<td>Teacher collates information and notifies students and parents of proposed program.</td>
<td>Selected students access differentiated curriculum.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td>Selected students access negotiated curriculum.</td>
<td></td>
</tr>
</tbody>
</table>