



## **POLICY FOR ADVANCED LEARNERS**

At Bardon State School we believe that all students should have the opportunity to engage in learning at a level appropriate to their cognitive ability and believe it is imperative to respond to the different learning needs of our students. We offer an extensive program to enrich and develop the strengths of our Advanced Learners with a variety of opportunities for them to pursue their interests and achieve their potential.

### **POLICY DOCUMENTS AND ASSOCIATED MATERIALS**

- P-12 CARF <http://education.qld.gov.au/curriculum/framework/p-12/>

In this document you will find links to:

- A whole school approach to support student learning
- Curriculum provision to gifted and talented students

### **DEFINITIONS**

#### **Giftedness**

Gifted students are those whose potential is distinctly above average in one or more areas of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school (Curriculum Provision to Gifted and Talented Students 2014).

#### **Talent**

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field (Curriculum Provision of Gifted and Talented Students 2014).

### **RIGHTS AND RESPONSIBILITIES**

Bardon State School endeavours to:

- identify advanced learners
- provide advanced learners with opportunities to realise their potential through differentiation of the curriculum
- encourage positive communication between all stakeholders (parent, student, teachers, administration, district office, guidance officer)
- continue to foster effective peer group interactions for advanced learners
- provide appropriate training for staff in gifted education

#### **Leadership Team:**

- identification procedures for advanced learners are embedded in the school framework
- provide professional development in gifted education
- promote effective partnerships between all stakeholders, including the wider community
- establish and promote collaborative processes in the provision for individual students
- support the planning, implementation and evaluation of an inclusive curriculum

## Teachers:

- understand the 'Advanced Learners' Policy Document
- access the identification procedures and become familiar the characteristics of gifted and talented
- implement effective programs that challenge students who are gifted, through a variety of strategies
- continue to develop own understandings of gifted education through professional development opportunities
- Enact new understandings to provide students with challenging learning opportunities

## EXTENSION AND ENRICHMENT

**Extension** deepens students' knowledge, understanding and skills, within the learning areas of the Australian Curriculum, through complex and challenging tasks, problems-solving, use of digital resources and flexible grouping.

At Bardon State School Teachers **differentiate**: content, process, product and learning environment.

**Enrichment** broadens the curriculum. Students develop and apply their knowledge, thinking skills and attitudes on topics of personal interest – at a complexity beyond the learning expectations for their age peers. Enrichment may also be provided extra-curricular activities for Advanced Learners to:

- Broaden student interest
- Identify gifts or talents
- Enhance thinking and learning
- Expand knowledge and skills within and beyond the regular classroom

Examples of these include: Mt Coot-tha Cluster Spelling Bee, Readers Cup, Maths Team Challenge, STEM Horizons, ICAS, Mt Coot-tha Writer, Lunch Time clubs (coding), QUT- Cube, TGSHS – Maths/Art Extension Programs, Intra-cluster

## CURRICULUM PROVISIONS

For advanced learners, teachers deliver the curriculum at a level, pace, degrees of abstraction and complexity beyond learning expectations for their age peers. Curriculum provision addresses their specific learning needs such as:

- A faster pace
- Processing more complex information and use of higher order thinking
- Opportunities to engage in learning with students of the same or higher ability
- Opportunities to undertake challenging work which enables them to develop strategies for persevering with difficult problems

Many advanced learners can be catered for through a differentiated curriculum and through **extension and enrichment**. However, for those whose needs are not being met through differentiation and extension other options such as acceleration maybe explored in consultation with key stakeholders. Following a thorough process, the final decision rests with the school principal.

