

Accelerating Students

Purpose:

- Our Accelerating Students policy has been developed to cater for all learning needs of all children at Melton Primary School.

Giftedness can be described as a natural aptitude or ability in any area, significantly in advance of what could be typically expected. In early childhood, giftedness involves advanced development beyond age-typical expectations, and a potential for advanced learning and achievement in one or more areas. The level of advancement is significant enough to require specific planning for the child's learning and care that accounts for their advanced capacities, so that they can experience wellbeing and achieve their full potential in all areas of development.

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/understandgt.aspx>

Responsibilities:

A child who may be gifted attending a government school can be referred to a Department psychologist, or a private service for formal assessment if required.

School teachers can also refer parents to gifted and talented associations and support groups for information about private providers of appropriate assessment services. It is useful to refer families to these associations and support groups, whether or not formal identification is required.

To be accelerated the following must be adhered to:

- Academic performance will be at least two years above peers.
- No concerns re:- social/emotional development.
- Classroom teacher to provide evidence to substantiate the proposal.
- Age of student may be taken into consideration.
- Support group consisting of teacher, parent Principal and/or Assistant Principal will be formed. Expertise from outside this group eg: Guidance Officer will discuss and support the decisions if necessary.
- An educational assessment will fall within the gifted range
- All reviews will be finalised by mid-term 4.

Curriculum:

The most important feature of a curriculum for a young gifted child is that they are supported to continue to be engaged and involved in deep level learning. To make sure a young gifted child develops as a confident and involved learner, new knowledge and skills are necessary as part of their daily experience.

When they are very young, gifted children are most likely to show behaviours that appear as advanced learning or skills in one or several developmental domains, rather than well-developed talents.

Early childhood and school settings should respond to each individual child's learning profile. For young gifted children, this often requires modifying the curriculum. Planning the curriculum to make it stimulating for a young gifted child is called differentiation.

Differentiation for young children can involve educators offering content that is likely to be more complex or advanced than they would usually expect to offer in the curriculum. Another way to differentiate is to base the presentation of learning experiences or content on Bloom's Taxonomy

Early entry to school:

Educators may suggest the family contact their doctor to organize a referral to a psychologist and/or services that specialise in assessing young children who might be gifted. The child will be assessed by a Psychologist (private or one provided by the network) and have an IQ test. Depending on their findings will determine whether or not early entry to school is accepted.