

# POLICY

## GIFTED AND TALENTED EDUCATION

Responsibility of:	School Support Services	File:	2014/369
Effective Date:	March 2016	EDOC2016/07071	
Next Review Date:	March 2020	Version number:	2.0
Target Audience:	NTG schools, teachers and parents		

This document should be read in conjunction with the [Gifted and Talented Education guidelines and procedures](#).

### 1. POLICY

All Northern Territory (NT) Government schools will have processes and programs in place to identify and support gifted and talented students. The purpose of the Gifted and Talented Education policy is to set direction for NT Government schools to turn students of outstanding potential (gifted) into high level performers (talented).

### 2. BUSINESS NEED

The department's strategic plan, outlines a commitment to creating opportunities and environments for successful learning for every NT student. Gifted and talented students fall within the top ten percent of similar age peer groups. This means that in every class there may be students who fall within this group, and they will require specific curriculum differentiation with appropriate motivational challenges to achieve educational outcomes.

### 3. SCOPE

This policy and associated guidelines and procedures apply to all NT Government schools, including Independent Public Schools, for students from Transition to year 12.

### 4. DEFINITIONS

Gagné's Differentiated model of Giftedness and Talent (2008) shows that **gifted** students are those potential is distinctively above average in one or more of the domains of human ability such as intellectual, creative, social and physical; and **talented** students are those whose skills are distinctively above average in one or more areas of human performance. According to Gagné, talent emerges from giftedness through a complex developmental process and through a number of influences including teaching and learning opportunities.

***Giftedness from an Australian Aboriginal perspective***

Giftedness from an Australian Aboriginal perspective needs to incorporate intellectual strength that is innate in their worldviews. It is suggested that Aboriginal concepts of giftedness should include Linguistic, Spatial, Interpersonal, Intra personal, Naturalist and Spiritual intelligences.

**5. RELATED POLICY, LEGISLATION AND DOCUMENTS**

Policies	Documents
<a href="#">Students with Disability Policy</a>	<a href="#">Australian Curriculum –Student Diversity</a>
<a href="#">Curriculum, Assessment and Reporting Policy, Transition to Year 9.</a>	<a href="#">Masters Geoff N, Teaching and Learning School Improvement Framework, Australian Council for Educational Research 2010</a>

**6. ACKNOWLEDGEMENTS**

Gagné, François (2008) Building gifts into talents: Overview of the DMGT, Keynote address, 10<sup>th</sup> Asia-Pacific Conference for Giftedness, Asia-Pacific Federation of the world council for Gifted & Talented children, Singapore, 14-17 July.

Gibson K. & Vialle, W. (2007). *The Australian Aboriginal view of giftedness*. In S.N.Phillipson & M. McCann (Eds), *Conceptions of giftedness. Sociocultural perspectives* (pp.169-196) Mahwah, NJ:Lawrence Erlbaum Associates.