

# Gifted and talented education - policy

Document title	Gifted and talented education - policy
Contact details	Quality Teaching and Learning
Approved by	Executive Director, Early Years and Education Services
Date approved	Approval for publishing 22 March 2022
Document review	3 years
TRM number	EDOC2018/93870

Version	Date	Author	Changes made
2.1	March 2022	Operational Policy Coordination Unit	Minor update of terminology and NTG template

Acronyms	Full form
NT	Northern Territory
NTG	Northern Territory Government
TRM	Territory Records Manager

Read this document 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 or gifted, into high-level performers, or 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 whose 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 several influences including teaching and learning opportunities.

Giftedness from an Aboriginal perspective needs to incorporate intellectual strength that is innate in their worldviews. Gibson and Vialle in the Australian Aboriginal View of Giftedness, suggest that Aboriginal concepts of giftedness should include Linguistic, Spatial, Interpersonal, Intrapersonal, Naturalist and Spiritual intelligences.

## 5. Related policy, legislation and documents

### 5.1. Policy

- Curriculum, assessment, reporting and certification policy: early childhood to year 12
- Gifted and talented education guidelines and procedures
- Students with disability policy

## 5.2. Documents

- Australian Curriculum – Student Diversity
- Masters Geoff N, Teaching and Learning School Improvement Framework, Australian Council for Educational Research 2010

## 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.197-224, Mahwah, NJ: Lawrence Erlbaum Associates.