



POLICY:
SUBJECT:

IGBB
PROGRAMS FOR GIFTED
TALENTED STUDENTS

APPROVAL DATE:
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1. PHILOSOPHY

The Winnipeg School Division is committed to an educational philosophy that recognizes the unique needs of gifted and talented students. Such commitment implies that the School Division will assist schools, insofar as possible, in the development of programs designed to meet such specific needs.

Currently, the concept of "giftedness" includes a wide range of attributes in academic, artistic, vocational, and personal social areas. The focus today is on developing the varied and unique talents of all students and it is recognized that outstanding talents are present in children and youth from all backgrounds.

2. DEFINITION

Currently, "gifted and talented" cannot be defined by one simply stated definition.

Gifted and talented children are children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. general intellectual ability,
2. creative thinking,
3. leadership ability,
4. visual and performing arts ability,
5. specific ability aptitude.

General intellectual ability refers to students who can learn at a faster pace, master levels of content and handle abstract concepts at a significantly higher level than expected, given the student's chronological age and experience.

Creative thinking refers to students who have advanced insight, outstanding imagination, persistent intellectual curiosity, and innovative reasoning ability. Such students possess outstanding ability to integrate seemingly unrelated information in formulating unique ideas, insights, solutions, or products.

Leadership ability refers to those students who possess outstanding potential or a demonstrated ability to exercise influence on decision-making. These students may be consistently recognized by their peers, may demonstrate leadership behaviour through school and non-school activities, or may evidence personal skills and abilities that are characteristic of effective leaders.

Visual or performing arts ability refers to students who demonstrate or indicate potential for outstanding aesthetic production or creativity in areas such as art, dance, music, drama, and media production.

Specific ability aptitude refers to those students who have exceptionally high achievement or potential, task commitment, and a high degree of interest in a specific field or endeavour.

3. ROLE OF CLASSROOM TEACHER

The Division recognizes that the classroom teacher plays a critical role in the provision of appropriate programs/strategies to enhance the educational opportunities for gifted and talented students.



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4. ASSISTANCE TO SCHOOLS

The Winnipeg School Division shall provide assistance, insofar as possible, to classroom teachers and school administrators through the professional support services personnel and the establishment of a Division-wide support system and special program initiatives.

5. PROFESSIONAL DEVELOPMENT

The Winnipeg School Division shall provide, insofar as possible, the opportunity for staff members to participate in appropriate professional development activities to develop awareness of methods of identification, appropriate teaching methodologies, program delivery modes and materials which are pertinent to gifted and talented students.

6. IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

6.1 Principles of Identification

Students shall be identified for gifted and talented programming in accordance with systematic and uniform identification procedures developed at the school level which will be based on the following principles:

- (a) the identification for gifted and talented students is not to be achieved by a testing program external to the school, but rather will be part of the total school assessment procedures;
- (b) identification will be for the purpose of determining the provision of gifted and talented programming or the receipt of specific educational services rather than for categorically labelling a student;
- (c) the decision to provide a student with gifted and talented programming will be based on a comprehensive appraisal of the student, and consideration of the nature of the available gifted and talented programming opportunities;
- (d) multiple criteria shall be used in identifying a student, with no single criteria determining a student's participation; criteria will combine subjective and objective data including data with direct relevance to program goals, objectives and activities;
- (e) the identification procedures will address the limitations of standardized tests in identifying gifted and talented students among ethnic/aboriginal minorities, the economically disadvantaged, the physically handicapped, the culturally different, students with English as a Second language, and students who may experience sex bias and stereotyping.

6.2 Procedures for Identification

Each school shall clearly define the procedures to be used for the identification of gifted and talented students.

Information for identification shall be obtained from a minimum of three of the following categories:

- (a) behavioural ratings or nominations (teacher, parent, peer, self);
- (b) classroom performance data (such as, but not limited to, classroom test results, report cards, anecdotal records, projects, portfolios, and other types of evidence);
- (c) standardized tests (group and individual);
- (d) outstanding school and/or community performance or potential in the visual arts, performing arts, athletics or leadership skills.