

Malek Fahd Islamic School Limited

ABN 41 003 864 891



Gifted and Talented Student – *Policy and Procedure*

MFIS-3.3.9

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The purpose of this document is to communicate the Homework Policy for the Malek Fahd Islamic School Limited.

Owner:

Malek Fahd Islamic School Deputy Principal Teaching and Learning

Version Control

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MALEK FAHD ISLAMIC SCHOOL

GIFTED AND TALENTED POLICY

Rationale

Malek Fahd Islamic School (MFIS) is founded to provide opportunities to its students to excel in this life and the Hereafter. Our vision is to provide quality academic education where students are encouraged to reach their full potential. An essential ingredient for achieving 'personal excellence' is for learning to be challenging. Students have varying degrees of readiness for learning, with some being extremely capable of understanding difficult concepts and learning new things quickly and deeply. While the regular curriculum holds sufficient challenge for most students, for gifted students it holds insufficient challenge. There needs to be a variety of different strategies employed to ensure that these students achieve their own personal excellence.

Aim

Malek Fahd Islamic School aims to develop effective and equitable identification procedures for gifted and talented students, and to maximise their learning outcomes through developmentally appropriate programs. Our aim is to ensure that the strengths of all students are identified and that young students with significant potential in any area of endeavour are challenged and given the opportunity to realise their talents through flexible, student-centred provisions and programmes that are tailored to their specific learning needs.

Definition

A gifted student has the potential to achieve at a level that is well above average in one or more of the following domains: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above average in one or more areas of human performance. (*New South Wales Department of Education and Communities 'Gifted and Talented' Policy, 2004*)

It is important to note that 'gifted' children are not a homogeneous group. There are different levels, as well as different kinds of giftedness. 'Highly and exceptionally gifted students need a curriculum that is more challenging and intellectually rigorous than their moderately gifted classmates.' (from *Gifted Students in Secondary Schools, Differentiating the curriculum*, by Miraca Gross, Bronwyn MacLeod and Marilyn Pretorius, 2003)

An underachieving child of high potential can thus be acknowledged as a gifted student whose abilities have not yet developed as talents. The translation of giftedness into talent can be either facilitated or impeded by variables including the student's motivation and self-esteem, socio-economic and cultural factors, and the school's capacity to identify and foster his or her gifts (Gagné, 1995).

Gifted education refers to teaching practices that meet the individual needs of gifted and talented students. Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas. (NESA, 2019)

Characteristics of Gifted Students

Van Tassel-Baska (1988) has reported on three fundamental differences that stand out from research on the characteristics of gifted students. Gifted students have the capacity to:

- learn at faster rates;
- find, solve and act on problems more readily; and
- manipulate abstract ideas and make connections.

Some typical attributes of gifted and talented students include:

- a large, advanced vocabulary for their age;
- the ability to discuss complex ideas and concepts;
- quick mastery and recall of factual information;
- creativity and imagination;
- enjoyment of reading;
- the ability to work independently, to be self-critical, and to strive for perfection;
- an interest in and concern about world problems;
- the ability to apply learning and knowledge from one situation to another;
- the ability to grasp relationships and principles, and draw sound generalisations;
- initiation of their own activities and absorption in them, with little external motivation;
- wide interests, often in art, music and drama;
- the ability to relate well to older students/adults and enjoy learning from them; and
- the ability to use two or more languages.

Core characteristics

Cohen (1994) suggests seven core characteristics of the gifted and talented:

- a rich memory storehouse;
- intense curiosity;
- reflectivity;
- openness to experiences;
- an ability to make relationships, generalise, and abstract;
- an ease and speed of problem solving; and
- acute sensitivity.

Procedures

Identification

It is important to identify gifted & talented students as early as possible, so that learning programmes can be developed for them that focus on their needs and provide the opportunity for them to reach their potential. The true abilities of highly gifted children are not identified in tests that have been designed for their age group. A balance of objective and subjective approaches is most appropriate for the assessment of the gifted and talented.

MFIS employs a wide range (multiple criteria) of identification methods such as:

- Naplan test results(Years 3,5,7 & 9)
- AllWell test results (Years 2,4,6,8 & 10)
- Selective tests (Year 6) & ICAS Results
- Nomination by parent, teacher or self (Appendix A,B&C)
- Primary school advice
- Behavioural checklists (Appendix D)
- Observations and anecdotal evidence
- Interviews
- Academic grades/ Semester reports
- Products and performance based on class work
- Off – level testing
- Previous school feedback
- Co- curricular activity records

Strategies for meeting the needs of Gifted and Talented students

Each gifted and talented student is an individual and will have differing needs. Appropriate programs will be developed for each identified gifted and talented student that will best meet his/her needs.

Curriculum strategies for gifted and talented students may include:

- **differentiation:** modifying the pace, level and content of teaching, learning and assessment activities
- **acceleration:** promoting a student to a level of study beyond their age group
- **curriculum compacting:** assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered (NESA, 2019).

Mentoring is another strategy that has worked very well in a small number of instances and subject/class teachers would make appropriate decisions on this.

The following are some of the strategies employed by MFIS to cater for the needs of the gifted and talented students:

1. Streaming

Streaming starts in Year 7 after analysing Year 6 semester and AllWell results where students are placed in full time ability groups. This is done to reduce the range of abilities in a class and to allow for students in one or two groups to work more quickly and at greater depth than in other groups. The top 2 classes include the academically more capable for whom more challenging work and extension opportunities exist. The remainder is in mixed ability classes where teachers provide a range of educational experiences which ensure that all students' needs are met. For high achieving students, being in a group of like-minded students is very beneficial. The level of competition is heightened, syllabus content is covered at a faster pace and/or in greater depth, students' learning is stimulated by the enthusiasm of other students and there is more time for enrichment and extension activities.

This strategy goes some way towards meeting the needs of high achieving students, but for gifted and talented students a more specific and individual programme is needed to facilitate their achievement of their potential.

2. Enrichment and Extension (Differentiating the curriculum)

'Enrichment' activities add greater breadth to curriculum content and are suitable for all students. 'Extension' activities allow students to explore areas of study or interest in more depth. Most students will benefit from these activities.

Gifted and talented students should be challenged through the provision of learning experiences that provide the most appropriate combinations of:

- enrichment at the same level of challenge;
 - more work at a higher level of challenge;
 - work that meets the specific needs and interests of the particular student;
 - the opportunity to spend time, where possible, with others of like ability and interests.
- (Benbow, 1998)

At MFIS, all teachers are expected to encourage high achievement, originality, problem-solving, higher order thinking skills and creativity in their classrooms. Teachers where possible, differentiate teaching programs to cater for differential learning patterns and this is recorded as part of the annotation in the programs and teaching/learning units and monitored by the Heads of Departments. Possible strategies for enrichment and extension include:

- The use of higher-order questions/projects with Bloom's Taxonomy and/or Multiple Individual research or projects of a challenging nature;
- Open-ended questions;
- Intelligences to scaffold (within each KLA);
- Solving complex problems;
- Incorporating group activities;
- Providing opportunities for peer tutoring.

3. HSC delivery via the compression model

Compression involves the promotion of a student to a level of study beyond that which is usual for their age. As an intervention tool for gifted and talented students, it has been well supported by research literature.

Individual students at Malek Fahd Islamic School who are gifted and talented in one or more subject areas and who are identified as genuine accelerants (high ability students) may be offered the option of compression in one or more courses. The school provides a compression model of learning for Stage 6 Mathematics Advanced and Biology. The aim of these programs is to provide an opportunity for students to progress in their studies along the learning continuum at a faster pace than is typical in order to meet their individual learning needs. Compression may also allow more students who wish to engage in studying more units, particularly extension courses, than is typical. Details about this program can be found in the MFIS Compression Program Policy and Procedure.

4. Participation in Academic competitions

Gifted and Talented students are provided with the opportunity to participate in various academic competitions. These competitions enable the school to assess the students' ability to apply classroom learning in new contexts, using higher-order thinking and problem-solving skills. These competitions form an important avenue to challenge gifted and talented students on their curiosity and critical thinking skills and to track their performance against state or national averages. Every effort is made to offer a wide range of opportunities where questions and challenges are set in real-life, contemporary contexts, making them relatable and interesting for these students.

These competitions are organised by the Heads of Departments under the oversight of the Gifted and Talented Coordinator. Some of the recent competitions that students have participated include ICAS assessments, the Australian Brain Bee Challenge, Discovery workshop for GAT students, The Big Science Competition, Mathematics and Science Olympiads, the Australian National Chemistry Quiz, Geography competition and the Quest-Brainways challenge.

5. Extra-Curricular Activities

Traditional classes and extension classes do not necessarily provide for all students who are talented. For such students it is outside the classroom that many talents are revealed and should be developed. Such talents may be exhibited in various areas and MFIS endeavors to foster these by the means indicated below:

Area of Talent	Means of Development
Leadership	Student Representative Council, Peer Support, Peer Tutor, Assembly Chair, Sports Captains, Duke of Edinburgh Scheme
Music	Performances (Nasheed), Competitions, Choir
Public Speaking	Debating, Public speaking, Assemblies, Youth of Year competition
Writing	Contributions to Newsletter and outside competitions
Charity Work	Organising, Publicity and Fundraising, Volunteers project

Artistic	Exhibitions, Competitions, workshops
Sport	Individual and team games, inter-school competitions, school and local coaching.

The extra-curricular activities are run by the school for which staff have responsibilities and student involvements in these activities are identified in their reports.

Staff

It is necessary to raise the awareness of staff about the needs of gifted and talented students. Staffs have been provided with GAT policy and procedures and have signed a declaration stating they have read and understood them. Professional development courses are offered to staff in order to keep them abreast with research proven strategies on meeting the needs of gifted and talented students in the school. Staff are also encouraged to investigate new methods for improving identification and providing opportunities for students who are talented in specific areas.

Parent and Community Involvement /Mentoring

Parents will be involved in the process of identification and would be kept informed about any special programs designed for their children. It is hoped that parents and members of the extended school community will assist in the provision of contacts who might be available to act as mentors or guides for students when necessary. This person should be someone who can identify with the student and who has expertise in a particular field that is relevant to the student's interests and capabilities. An outside expert, such as a University lecturer or business person, could be the ideal person for this role. Care needs to be taken to carefully match the student and mentor, and to ensure that all procedures relating to Malek Fahd Islamic School's Code of Conduct are followed.

Role of GAT committee

The GAT committee consists of Head of Departments from all KLAs, Head of Secondary Curriculum, Head of Campus and Deputy Principal Teaching and Learning under the leadership of the Gifted & Talented Coordinator. It is responsible for

- monitoring and evaluating programs for GAT students
- promoting opportunities for all GAT students
- creating opportunities to support the cohesiveness of each year cohort
- informing all members of the school's community about the processes involved
- utilising multiple sources of data to ensure that all gifted students are identified
- supporting teachers to develop individualised programs for highly talented students when appropriate
- supporting teacher professional learning in the pedagogy that underpins gifted education

Conclusion

In implementing this policy for meeting the needs of Gifted and Talented students, issues of Welfare of students and Professional development of staff will be important. The School will recognise these issues and support the continued commitment to providing high quality welfare for these students, as well as a strong programme of Professional Development for teachers.

NESA References

ACE 8050 (last updated 13 July 2017) – *Compressed Curriculum HSC delivery model*

NSW Department of Education and Training. (2004). *Policy and implementation strategies for the education of gifted and talented students- Support Package: Identification* (revised 2004). Sydney.

NSW Department of Education and Training. (2004). *Policy and implementation strategies for the education of gifted and talented students* (revised 2004). Sydney.

MFIS Policy References

MFIS Compression Program Policy and Procedure.



MALEK FAHD ISLAMIC SCHOOL
GIFTED AND TALENTED PROGRAM
TEACHER NOMINATION OR REFERRAL FORM

Please forward this referral to the Gifted & Talented Co-ordinator: Mr.Faruk

Student's Name: _____ Class: _____

Teacher's Name: _____ Faculty: _____

Campus: _____ Date: _____

1. What observations have you made with regard to behaviour, learning or performances that have alerted you to this student?

2. Particular talents or talent areas of the child (please tick those that have been noted)

<input type="checkbox"/>	Artistic	<input type="checkbox"/>	Mathematical	<input type="checkbox"/>	Dramatic	<input type="checkbox"/>	Writing
<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Languages	<input type="checkbox"/>	Leadership	<input type="checkbox"/>	Interpersonal
<input type="checkbox"/>	Reading	<input type="checkbox"/>	Science	<input type="checkbox"/>	Musical	<input type="checkbox"/>	Mechanical
<input type="checkbox"/>	Problem Solving	<input type="checkbox"/>	Creative Thought	<input type="checkbox"/>	Physical Skills	<input type="checkbox"/>	

3. Which of the behaviours have you observed in the student?

	Advanced vocabulary		Highly imaginative
	Transfers knowledge		Always questioning
	Well-developed sense of humour		Independent learner
	Has behavioural difficulties		Risk taker
	Leader, takes control		Dislikes repetition and practice
	Concerned about world issues		Perfectionist / Self critical
	Superior reasoning and retention of concepts when interested		Vast gap between qualitative level of oral and written work
	Vast repertoire of factual knowledge		Detained knowledge and expertise in areas of specific interest
	Easily distracted in class		Lacks motivation
	Indifferent and negative attitude towards school		Self - directed / prefers to work independently
	Underachieving		Always questioning
	Resists teacher efforts to motivate and discipline		Evidences low self - esteem / may be withdrawn or aggressive in classroom

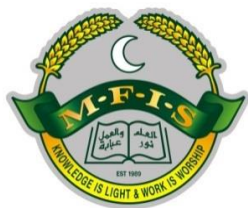
4. What strategies have you used prior to this referral? Please tick appropriate box (es).

	Differentiated Curriculum
	Modified assessments
	Interviewed students
	Contacted parents
	Discussed student behaviour / performance with other appropriate teachers
	Other (please specify)

5. Suggested course of action – to be managed by school GAT committee:

	Parent contact
	Counsellor intervention
	Consultation with head of department
	Welfare meeting
	Teacher / student consultation
	Other (please specify)

6. Other information relevant to this referral (where necessary)



MALEK FAHD ISLAMIC SCHOOL

GIFTED AND TALENTED PROGRAM

PRIMARY TEACHER NOMINATION OR REFERRAL FORM

Please return to Mr M Faruk- Gifted & Talented Co-ordinator

Please complete the following details:

Student's Name: _____ Year: _____

School _____ Phone: _____

Teachers' Name: _____ Date: _____

PART A : BEHAVIOUR OBSERVATIONS

Circle each behaviour you observe in the classroom or playground

Characteristic	Positive Behaviours	Negative Behaviours
1. Highly curious	<ul style="list-style-type: none"> asks lots of questions inquisitive remember details 	<ul style="list-style-type: none"> asks inappropriate questions poor group participant easily diverted from task
2. Abstract thinker	<ul style="list-style-type: none"> makes generalizations tests out ideas 	<ul style="list-style-type: none"> questions others questions authority
3. Flexible thinker	<ul style="list-style-type: none"> employs variety of strategies to work something out 	<ul style="list-style-type: none"> manipulates people and situations by using a variety of strategies
4. Clever use of humour	<ul style="list-style-type: none"> enjoys 'adult' humour gets teachers' jokes! 	<ul style="list-style-type: none"> uses humour at the expense of others
5. Superior vocabulary	<ul style="list-style-type: none"> Heightened involvement in discussion Enjoys adult-like discussions 	<ul style="list-style-type: none"> may be bossy or overbearing when working with others
6. Advanced reading	<ul style="list-style-type: none"> reads widely advanced vocabulary and comprehension 	<ul style="list-style-type: none"> reads constantly neglects peer interaction and work – prefers to read
7. Retention of knowledge; fast learner	<ul style="list-style-type: none"> moves beyond core content and skills quickly detailed recall of facts 	<ul style="list-style-type: none"> rushes work, then disrupts others monopolises class discussion
8. Long attention span	<ul style="list-style-type: none"> concentrates and focuses on an area of interest for a long period of time 	<ul style="list-style-type: none"> easily distracted unless the task is an area of passion or interest
9. Independent	<ul style="list-style-type: none"> self-directed focused on task in research or study 	<ul style="list-style-type: none"> reduced involvement in discussion or group work uncooperative in a group
10. High level of responsibility and commitment	<ul style="list-style-type: none"> sets attainable goals learns to accept own limitations tolerant of peers in a group 	<ul style="list-style-type: none"> self-critical perfectionist when competing tasks sets unrealistic expectations for other group members
11. Strong feelings and opinions	<ul style="list-style-type: none"> listens to others shows concern and interest considers other's point of view aware of others' feelings 	<ul style="list-style-type: none"> speaks out and lacks tact over-reacts to others' comments and reactions confrontational
12. Strong sense of justice	<ul style="list-style-type: none"> empathises with those less fortunate wants to 'save the world' stands up for other children whom they think have been poorly treated 	<ul style="list-style-type: none"> argues the rule in games e.g. handball frustration when others don't play by rules asks older children or adults to solve issues seen as 'unfair'
13. Original and creative	<ul style="list-style-type: none"> comes up with ideas 'out of the box' sees problems as a whole connects thoughts and feelings 	<ul style="list-style-type: none"> unaccepting of status quo absent-minded or daydreamer asks unrelated questions disorganized
14. High energy level	<ul style="list-style-type: none"> wide variety of interests organizes time well high level of individualized learning 	<ul style="list-style-type: none"> often difficult to live with may appear hyperactive easily bored so seeks out new things to explore

15.	Immersion learner	<ul style="list-style-type: none"> wants to know everything about a topic becomes an expert on a topic by reading widely or talking to people 	<ul style="list-style-type: none"> focuses on topics of interest to them, at the expense of classroom work shows off knowledge to prove others wrong
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- Please provide details of student ability in literacy including and comprehension
- Written expression

Comprehension

Ability to express opinions orally

Ability to listen

- Please provide any further information that would assist in making a final decision about considering this student for a place in the gifted and talented class. For example, hearing impairment, visual processing discrepancies, auditory sequential processing difficulties.
-
-
-

Year 6 Teacher Signature: _____

Principal's Signature:_____ Date: _____



MALEK FAHD ISLAMIC SCHOOL

GIFTED AND TALENTED PROGRAM

NOMINATION BY PARENT OR CAREGIVER

Please return this form to Mr Faruk – Gifted & Talented Co-ordinator

Students Name: _____

Campus: _____ Year: _____ Date: _____

Person completing this nomination: _____

Relationship to student: _____ Signature: _____

CHARACTERISTIC	MOST OF THE TIME	SOMETIME	RARELY
Recalls facts easily			
Expresses himself/herself fluently			
Is always asking questions			
Has a sense of humour			
Finds unusual uses of things			
Tends to lead /initiate activities			
Is curious			
Has long attention span			
Is easily bored			
Is an avid reader			
Thinks logically			
Mixes with older children and adults			
Is impulsive			
Is an independent learner			
Is concerned about world issues			

1. When did your child first begin to read? Is he/she self- taught?

2. At what age did your child show an understanding of numbers, puzzles and patterns?

3. How many books or magazines would your child voluntarily read in a month?

4. Does your child have any unusual interests? If so, what are they?

5. What types of television programs does your child like to watch?

6. In what activities does your child participate outside school hours?

7. What hobbies and interests does your child have?

8. Would you consider that your child has a particular problem or need that may affect his/her learning?

9. Please add any other information you may feel relevant to your child's education.



MALEK FAHD ISLAMIC SCHOOL

GIFTED AND TALENTED PROGRAM

STUDENT SELF NOMINATION FORM

Please forward this referral to the Gifted & Talented Co-ordinator: Mr.Faruk.

Student's Name: _____ Class: _____

Campus: _____ Date: _____

Please state the subjects that you wish to be nominated for:

1. _____
2. _____

Please answer the following questions. You do not have to complete all questions, only those that apply to you:

- What is/are your favourite subject(s)?

- What do you enjoy about this subject/s?

- What sorts of work/projects do you like to complete?

- Do you like working in a team or do you prefer to work independently? Why?

- What do you like to read? E.g. books, magazines, fiction, and non-fiction. Describe your weekly reading habits.

-
-
-
- If you were given the chance to meet anyone in the past or present, who would you like to meet and why?

-
-
- Do you like using computers? What things do you like to do on the computer?

-
-
- Do you like designing and making things? Are you good at coming up with your own ideas?

-
-
- When you are not at school, what do you like to do?

-
-
- What sorts of things interest you? Do you know a lot about certain things? What are they?

Additional Information.

You can use the space below to outline any other information which should be considered with your application. This can include details of academic performance, your career aspirations or anything that you consider relevant.

[illegible]

APPENDIX D

SAYLER CHECKLIST FOR TEACHERS

Adapted by *Learning and development Centre Gifted and Talented.*

The following is a checklist of characteristics of gifted young children. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item. A more detailed explanation of each point is offered over the page. 1 = Strongly disagree, 10 = Strongly agree

STUDENT:										
CHARACTERISTIC	TICK APPROPRIATE LEVEL									
	1	2	3	4	5	6	7	8	9	10
1. Has quick accurate recall of information.										
2. Shows intense curiosity and deeper knowledge than other children.										
3. Is empathetic, feels more deeply than do other children that age.										
4. May not always display their advanced understanding in everyday situations.										
5. Uses advanced vocabulary.										
6. Reads, writes, or uses numbers in advanced ways.										
7. Advanced play interests and behaviours.										
8. Shows unusually intense interest and enjoyment when learning about new things.										
9. Has an advanced sense of humour or sees incongruities as funny.										
10. Understands things well enough to teach others.										
11. Is comfortable around older children and adults.										
12. Shows leadership abilities.										
13. Is resourceful and improvises well.										
14. Shows logical and metacognitive skills in managing own learning.										
15. Uses imaginative methods to accomplish tasks.										
16. Use this section to tell us anything you think is important about this child that we have not asked about										

DETAILED EXPLANATIONS:

- 1. Has quick accurate recall of information.**
(e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)
- 2. Shows intense curiosity and deeper knowledge than other children.**
(e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)
- 3. Is empathetic, feels more deeply than do other children that age.**
(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)
- 4. May not always display their advanced understanding in everyday situations.**
(e.g. becomes cranky or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)
- 5. Uses advanced vocabulary.**
(e.g. correctly uses vocabulary and phrases adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)
- 6. Reads, writes, or uses numbers in advanced ways.**
(e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read Rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others)
- 7. Advanced play interests and behaviours.**
(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations, or sophisticated play activities)
- 8. Shows unusually intense interest and enjoyment when learning about new things.**
(e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)
- 9. Has an advanced sense of humour or sees incongruities as funny.**
(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words; sees humour in situations, even ones against him or her, and laughs at the situation)
- 10. Understands things well enough to teach others.**
(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)
- 11. Is comfortable around older children and adults.**
(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)
- 12. Shows leadership abilities.**
(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)
- 13. Is resourceful and improvises well.**
(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or non-traditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)
- 14. Shows logical and metacognitive skills in managing own learning.**
(e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)
- 15. Uses imaginative methods to accomplish tasks.**
(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

Reference

<https://ormeauwoodsshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/rules-and-policies/gifted-and-talented-policy.pdf>