



NORMANHURST BOYS' HIGH SCHOOL

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Gifted and Talented Policy

Normanhurst Boys' High School is an academic selective school. Its statement of purpose is:

To provide our students with the opportunity to maximise their academic outcomes within a holistic educational environment.

To achieve this purpose, the school attempts to establish a climate in which its students are encouraged to develop:

- a sense of dignity and worth;
- a sense of personal and social responsibility for their actions and decisions;
- an ability to communicate effectively;
- a caring attitude towards others;
- a tolerance of diversity;
- an ability to form satisfying and lasting relationships;
- a sense of enjoyment and satisfaction from learning.
- a life long commitment to learning.

This requires that Normanhurst Boys' High School should be a place where:

- students are encouraged and expected to participate in all learning activities, to communicate effectively and develop into mature, caring people.
- students develop self-discipline, self-reliance and self esteem.
- students can develop friendly relationships with teachers and other students.
- students expect to come to school to learn in a pleasant environment free from fear or intimidation.
- teachers and students have the right to be treated with respect.
- the contribution of students and staff are valued and recognised.
- students are encouraged to reach their full potential.
- community involvement is embraced.
- opportunities to excel in a variety of fields are available.

Giftedness and Talent

The school's definition of giftedness and talent is based on the *Differentiated Model of Giftedness and Talent (DMGT)* proposed by Francoys Gagne.

Giftedness is the possession and use of untrained and spontaneously expressed superior natural abilities (called aptitudes or gifts), in at least one ability domain, to a degree that places an individual at least among the top 10% of his or her age peers.

Talent designates the superior mastery of systematically developed abilities (or skills) in at least one field of human activity to a degree that places an individual within at least the top 10% of age peers who are active in that field of fields.

It follows that giftedness is inherent ability; talent is developed ability.

Gifts

Gagne's DMGT proposes four aptitude domains:

- Intellectual (IG)
- Creative (CG)
- Socio-affective (SG) and
- Sensorimotor (SM).

Talents

As indicated in the DMGT, talents emerge from gifts. Talents can be extremely diverse and include:

- Academic
- Arts
- Business
- Leisure
- Social action
- Sports
- Technology...

Developmental Process

It follows that one cannot be talented without first being gifted; it is however, possible for a gift to not develop into a talent – the 'gifted underachiever'.

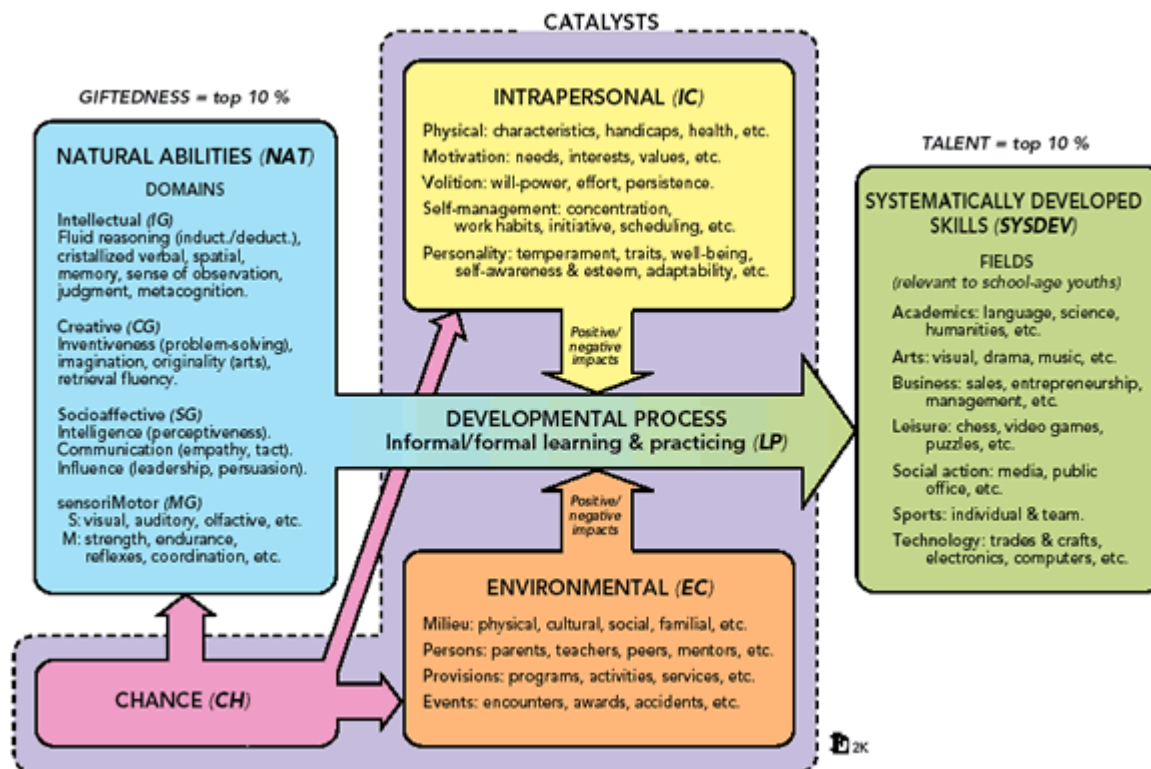
Talent development involves *systematic learning and practising*.

Intrapersonal Catalysts

Gagne's DMGT states that talent development is facilitated by two types of catalysts; *intrapersonal* and *environmental*. The relationship between giftedness, talent and catalysts is shown in the following figure.

Chance

Previously Gagne had ‘chance’ as a fifth causal factor in the environmental catalysts. He now suggests that chance is a characteristic of elements in the other four categories as well as a major causal effect in the area of ‘genetic endowment’ and for this reason is placed as shown.



The Role of the School

From the above model it is obvious that school has an integral role to play in the development of talents from gifts as an ‘environmental catalyst’. The impact of teachers and the school’s ethos can act as a positive or a negative influence on talent development.

The provision of appropriate provisions – extension and enrichment programs – is central to maximising talent development.

Following is a table showing how we currently provide positive environmental catalysts for our students in both curricular and co-curricular areas.

Strategies used at NBHS to Extend and Enrich Students

Individual Support	Small groups	Whole class	Mixed age groups	Whole Year group	Whole school	Parent/Community
Distinction courses (Philosophy)	Chess	Australian stock exchange simulation	Band tour(s)	Australian Business Week	Differentiated curriculum	Mentors
Performing arts unit (music)	Debating	Cooperative learning	Bands and ensembles	Differentiated curriculum	Extension activities in all classes	Tertiary links eg. Macquarie University library

Student acceleration	E-team	Drama	Creative writers/drama/music camp	English enrichment day	External competitions in English, Maths, Science, Geography, Computing...	
Subject acceleration – computing and geography	Grade sports	Music – peripatetic teachers	Musical	Excursions: Jenolan Caves (Year 7) Bungarra (Year 8) Northern Explorer (Year 9) Lake Burrendong Year 11	Technology: Internet CDROM Video PowerPoint presentations...	
Vary teaching and learning styles to address multiple intelligences	Japanese visit	Subject acceleration	Student Representative Council	Maths enrichment day		
	Lateral thinking competition	Theatre sports	Overseas trips (Battlefields, Turkey, China)	Open ended questions		
	Maths Olympiad	Visual arts		Peer support		
	MEAD (Music, English & Drama) night			Research using internet		
	Mentoring			Science enrichment day		
	Mooting Competition			Special Focus Days in History and		

				Geography		
	Prefects					
	Public Speaking					
	Science Olympiad					
	Subject compaction					
	YAP (Newspaper)					
	Young Achievers					

Based on a paper delivered by Professor Gagne to Principals at the Department of Education and Training, August 2003.