

Highly Able Learners Implementation Plan

Phase 1: Learning and Planning

Phase 2: Implementing and Monitoring

Phase 3: Reflecting and Evaluating

What	Why	How	Who	When
<p>Reference the introduction of differentiation to the school's Strategic Plan</p>	<p>To be able to justify the introduction of a new policy by referring to the school's strategic vision and direction</p> <p>To verify that the policy has been endorsed by the School Board and community</p>	<p>Ensure the Strategic Plan is a public document</p> <p>Promote the new policy as part of the strategic direction of the school</p>	<p>Principal Leadership Team</p>	
<p>Philosophy of Gifted Education</p> <ul style="list-style-type: none"> Senior Management and school commitment to the introduction of the new policy High expectations for staff and students 	<p>Shared understanding, of the vision is important if the project is to succeed</p> <p>Clear and concise expectations will ensure positive outcomes</p>	<p>Discussion at Leadership Meetings</p> <p>Presentation of vision to staff at staff meetings</p> <p>Ongoing communication with the whole staff</p>	<p>Principal Leadership Team</p>	
<p>Appoint a Gifted</p>	<p>To lead the program and</p>	<p>Seek expressions of</p>	<p>Principal</p>	

What	Why	How	Who	When
<p>Coordinator(s) (GC)</p> <ul style="list-style-type: none"> Create an appropriate Job description and Duty Statement for a Position of Responsibility (Highly Accomplished Teacher) 	<p>ensure appropriate policies are in place for integration into the curriculum</p> <p>To manage the day to day organisation and running of the program</p> <p>To audit, evaluate and review the program</p> <p>To lead the Drive Team and provide staff with access to resources and literature</p>	<p>interest from staff</p> <p>Advertise externally if required</p> <p>Provide an appropriate time allocation and remuneration</p>	<p>Leadership Team</p>	
<p>Establish a Drive Team</p>	<p>To write the Differentiation Policy including UBD, audit, rationale and model</p> <p>To enact various aspects of the policy and report back to staff</p>	<p>Seek expressions of interest from staff</p> <p>Provide time for the team to meet and share with the whole staff at staff meetings</p>	<p>GC Principal</p>	
<p>Establish a Rationale</p>	<p>To articulate the vision</p>	<p>Drive Team to develop the</p>	<p>Principal</p>	

What	Why	How	Who	When
<ul style="list-style-type: none"> • Must be in line with the school vision and strategic direction • Align with the AITSL Professional Standards for Teachers • Melbourne Declaration: Equality, Equity and Entitlement • Australian Curriculum: Students Diversity: Gifted and Talented students 	<p>and create a reference point for the school community</p> <p>To align with national policies and processes</p>	<p>Rationale and present to the staff for feedback</p> <p>Develop a UBD that lays out Deep Understandings, Overarching and Topical Essential Questions</p> <p>Develop terms of reference for the Drive Team</p>	<p>Staff Students Drive Team</p>	
Establish a Student	To provide students with	Call for nominations for	GC	

What	Why	How	Who	When
Committee	ongoing opportunities to contribute to the development of the policy	student participants through the SRC (or equivalent body)	Drive Team	
Provide professional learning for staff	To work with staff and spread the expertise To build the capacity of staff to successfully and confidently integrate and deliver the policy to students	AISSA expert to deliver professional learning to the whole staff Provide professional reading for staff Provide resources for staff Staff to attend external workshops Support for specific personal learning teams investigating specific aspects of differentiation	Janet Farrall (AISSA) GC Staff	
Develop the program and Scope and Sequence	To ensure developmental continuity of the Gifted Policy	AISSA expert to facilitate scope and sequence development with the staff	Staff Janet Farrall (AISSA)	

What	Why	How	Who	When
<p>Develop a curriculum for Highly Able pull-out groups</p>	<p>In order to meet the specific cognitive and affective needs of Highly Able Learners</p>	<p>which is appropriate for the school context</p> <p>The GC and Drive Team to investigate best and next practice to design a program that suits the context of the school</p>	<p>GC Drive Team Special Needs Coordinator</p>	
<p>Plan differentiated learning and teaching units</p>	<p>To ensure that the school is offering a differentiated high quality curriculum for all students within the school</p> <p>To ensure that teachers have the resources they require to deliver the policy effectively</p> <p>To give students access to resources that will enrich their learning</p> <p>To provide students with unique opportunities</p> <p>To provide enhanced opportunities for deep learning</p>	<p>The GC and Drive Team will work with staff to plan and integrate differentiation into current units of work</p> <p>Learning will be personalised for students with diversity (ILP)</p>	<p>GC Drive Team Special Learning Needs Team Staff</p>	

What	Why	How	Who	When
<p>Ensure the program is resourced appropriately Budget line in place</p>	<p>To ensure that there is a shared understanding of this new and challenging policy being introduced</p> <p>To heighten community awareness of the benefit to the whole community of such a policy</p>	<p>Investigation of resources available</p> <p>School to purchase appropriate resources</p>	<p>GC Drive Team Resource Centre Staff Staff</p>	
<p>School to connect with other schools with a similar strategic direction and policy - including schools with well-established differentiation policies and practices</p>	<p>For the purpose of dissemination and sharing of best and next practice</p>	<p>Professional organisations and conferences</p> <p>Direct contact</p>	<p>GC</p>	
<p>Promotion of the new program to wider school community</p>	<p>To keep all stakeholders informed of the progress of new school initiatives</p>	<p>GC to promote to students and families</p> <ul style="list-style-type: none"> • Newsletter articles • Parent Information Evening 	<p>Principal GC Students</p>	
<p>Update of all school publications</p> <ul style="list-style-type: none"> • Including website. • Marketing Materials 	<p>To ensure all documentation aligns to current policies</p>	<p>Relevant staff to ensure that publications for which they are responsible have been updated</p>	<p>Principal Leadership Team Marketing Person</p>	

What	Why	How	Who	When
<ul style="list-style-type: none"> • Curriculum Guides <p>Develop an Induction Program for new staff</p> <p>Provide planning and meeting time for staff</p> <p>Provide opportunities for staff to access expert training and</p>	<p>To ensure new staff are aligned to the philosophy and policies delivered in the school</p> <p>To ensure that staff feel supported in developing and delivering a new policy</p> <p>To ensure the high quality of the learning and teaching program</p> <p>To ensure a high level of expertise within the school</p>	<p>Time set aside (throughout Phase 1) in the New Staff Induction Program for the GC to meet with new members of staff</p> <p>Print materials prepared for new staff to reference</p> <p>Staff to be provided with time to plan and collaborate</p> <p>Staff to cover each other's TRT to ensure that the whole community is contributing to the development of the new program</p> <p>Ask for expressions of interest from staff</p>	<p>in consultation with the Principal and Leadership Team</p> <p>Teaching staff</p> <p>Principal GC Leadership Team</p>	

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<p>education</p> <p>Reflection, evaluation and review of the program</p>	<p>To access the latest research in regard to teaching gifted students</p> <p>To ensure that the program is meeting the needs of students</p> <p>To review and refine elements of the policy</p>	<p>Staff to incorporate differentiation into their personal learning plans where appropriate</p> <p>To provide a pathway from Graduate to Lead teacher according to 1.5 AITSL Standards</p> <p>Conduct a review process including interviews and surveys</p> <p>Provide recommendations</p>	<p>GC Principal</p>	

Last up-dated 26_2_2018