

## **HALIFAX REGIONAL SCHOOL BOARD**

### **Focus on Learning: Gifted Education and Talent Development**

- PURPOSE:** To inform the Board about Gifted Education and Talent Development.
- BACKGROUND:** HRSB's business plan goals set by the Board for the 2013-2014 school year included a focus on improving student achievement and personal success. Embedded in this goal was the recognition of the need to support schools in the understanding and implementation of the revised provincial gifted and talented guide.
- Support for students with gifts and talents in HRSB has been ongoing for many years. From 2000-2010, *Challenge for Excellence* was the provincial guide used by school personnel to plan and develop support for students with gifts and talents. It outlined information regarding school wide enrichment, identification of students, program planning and professional development.
- Challenge for Excellence* was revised and renamed *Gifted Education and Talent Development* in 2010. It was created to assist school boards and school personnel in the development of appropriate programming options to help students who exhibit gifted and talented behaviours best apply their strengths and interests to meet their learning potential. Support for schools with the implementation of the guide has been provided since its release.
- CONTENT:** The process for the identification and programming for students with gifts and talents is based on an understanding of the definition and characteristics of gifts and talents as follows:
- Students with gifts and talents perform at, or show the potential for performing at, high levels of accomplishment in one or more areas when compared to others of the same age, experience, or environment. (Johnsen 2004, Renzulli and Smith 1978) These areas include leadership in specific academic fields as well as intellectual, creative, and/or artistic domains. (It is important to note that there is no one profile of a gifted learner.)*
- This broader conception of giftedness recognizes diversity, multiple forms of giftedness and inclusivity. The process for identifying and supporting students with gifts and talents follows the program planning process and is driven by the student's learning needs.
- Six schools are participating in the implementation of a process to support the identification and programming for students with gifts and talents. Direction for this process came from the Department of Education and Early Childhood Development's guide *Gifted Education and Talent Development*.

**COST:** N/A

**FUNDING:** N/A

**TIMELINE:** N/A

**APPENDICES:** N/A

**RECOMMENDATIONS:** The Board accept the report for information.

**COMMUNICATIONS:** N/A

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**To:** Board, March 26, 2014

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