



## **GIFTED AND TALENTED EDUCATION**

**Acceleration** is a developmentally appropriate placement process to advance students' academic enrolment ahead of their chronological peers in one or more subjects or by one or more whole learning years.

**Subject skipping** is called partial acceleration and is undertaken when learners are afted and talented in a particular subject area.

Subject acceleration allows a gifted student who has demonstrated sufficient subject ability to proceed to the next year level in that specific subject, for example, science. In most cases, the student continues to progress in other subjects at the age appropriate level.

A gifted and talented student being subject accelerated would remain with their regular class for the majority of their lessons and either attend another class in their strength area or continue with their advanced curriculum while the rest of the class works on the age-appropriate curriculum.

Principals decide how the subject acceleration will be managed, who will supervise the student's progress, how the individual's achievements will be documented, and future learning pathways and transition processes. This process should be completed in consultation with parents, students and relevant professionals.

The gifted student most likely to be successful with subject acceleration:

- is performing well above age peers in the specific academic area(s)
- enjoys a variety of methods of learning and challenges in the specific area(s) is selfdirected, independent and motivated to learn
- has a strong passion in the specific area(s)
- reads extensively in the specific area(s).

Social and emotional development should also be considered when contemplating any type of acceleration. Monitoring the student should be frequent throughout the initial semester to ensure that: the student is keeping up; is actually learning the new skills and knowledge base adequately; and is working effectively alone, or in the older class; and, has sufficient opportunity to interact with like-minded and age peers.

Acceleration research shows that gifted students benefit academically and may also benefit socially and emotionally (Feldhusen, 1986). Acceleration allows students to progress in line with their natural or preferred rate of learning and provides them with the opportunity to be intellectually stimulated.

## **Subject Acceleration Flowchart**

