

Blyth Academy Gifted Education Policy

1. Purpose

Blyth Academy is committed to recognizing and supporting gifted and high-ability learners. This policy outlines procedures for identifying gifted students, providing enrichment opportunities, and ensuring meaningful extension activities aligned with Alberta curriculum expectations and Qatar's educational initiatives.

2. Guiding Principles

- All students deserve opportunities to learn at an appropriate level of challenge.
- Gifted students require differentiated instruction, enrichment, and higher-order learning tasks.
- Teachers play a vital role in recognizing student talents and supporting advanced learning pathways.
- Enrichment must reflect critical thinking, creativity, problem-solving, leadership, and academic excellence.

3. Identification of Gifted and High-Ability Students

Teachers may identify students as gifted/high-ability using multiple indicators:

A. Classroom Indicators

- Advanced comprehension and rapid learning
- High-level vocabulary and expression
- Curiosity, creativity, and independent thinking
- Exceptional problem-solving
- Strong leadership and initiative
- Ability to think abstractly or make deep connections
- High accuracy and speed in learning tasks

B. Academic Performance Indicators

- Consistent mastery at or above grade level
- High achievement on class assessments and projects
- Strong performance in subject-specific areas

C. Input from Others

- Parent feedback
- Previous school records
- Counselor observations
- Participation in national or international competitions

4. Enrichment and Extension Opportunities

Blyth Academy provides enrichment experiences inside and outside the classroom:

A. In-Class Enrichment

- Critical thinking tasks
- Extended reading and research projects
- Choice-based assignments with higher-level complexity
- Inquiry-based learning
- Independent study opportunities
- Leadership roles in group work
- Cross-curricular connections

B. Project Extensions

- Comparative literary analysis
- Historical investigations
- Math challenges and multi-step problem solving
- Scientific inquiry or experimental design
- Creative writing, debate, or presentation development

C. Competitions and Academic Events

- Qatar Writes competitions
- Debate tournaments
- Math Olympiads and STEM challenges
- MUN
- Public speaking contests

- Creative arts or innovation competitions

5. Acceleration Options

Acceleration decisions will be made collaboratively by administration, teachers, counselors, and parents.

6. Teacher Responsibilities

- Identify potential gifted learners
- Provide differentiated tasks and enrichment
- Document strengths and needs
- Communicate with parents when appropriate
- Encourage competition participation
- Maintain high expectations with student well-being in mind

7. School Responsibilities

- Provide access to competitions, conferences, and special activities
- Support teachers with professional learning
- Ensure enrichment aligns with Alberta and MOEHE expectations
- Monitor progress of gifted students
- Maintain inclusive learning opportunities

8. Review of Policy

This policy will be reviewed annually to ensure alignment with Alberta Education and MOEHE standards.