

Select Entry Accelerated Learning (SEAL)  
Guidelines - November 2007

Department of Education and Early Childhood Development

# Select Entry Accelerated Learning (SEAL) Program

# Guidelines

November 2007

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## **Select Entry Accelerated Learning (SEAL) Program**

There are currently thirty-four Victorian secondary schools delivering the Select Entry Accelerated Learning (SEAL) Program. The SEAL program aims to address the learning needs of gifted and high potential students who are capable of working at a significantly faster pace and in greater depth than their age peers.

Learning in core subjects is accelerated for students in these programs, and opportunities for in depth study are provided. Students usually complete years 7-10 in three years, giving them an extended range of options for their final years of schooling.

Students may subsequently choose to complete additional VCE units, enabling them to accrue a greater breadth of subjects. Some students undertake VCE Extension Studies which allows them to complete one or more university subjects as part of their VCE. Some students choose to enter tertiary education after only five years of secondary schooling.

Secondary schools with SEAL programs are situated throughout metropolitan Melbourne and rural Victoria. Each school is responsible for determining its own selection criteria. Enquiries about Select Entry Accelerated Learning Programs should be made early in the year prior to the students' year 7 placement. Entrance exams usually begin in May. Enquiries should be made directly to schools.

## **Applying to Become a SEAL Program School**

### **Selection criteria**

Detailed criteria have been developed against which schools' applications can be assessed by Regions. The criteria cover three areas:

- quality of the proposed program
- demographic and access issues
- evidence of community support and consultation with neighbouring schools.

### **Quality of program**

School applications should demonstrate evidence of capacity in detailed curriculum planning that addresses:

- a rationale for the program
- issues of pacing, depth and complexity in differentiating the curriculum and assessment
- communication and implementation strategies
- a student support strategy
- professional development in high intellectual potential education
- integration of the program with mainstream programs and activities
- efficient and effective selection processes to ensure entry of appropriate students.

### **Demographic and access issues**

Decisions on the location of new SEAL programs will be guided by an analysis of demographic and infrastructure data. Accessibility is closely tied to the existence of transport networks, mediated by population and demographic distribution.

Applications will be assessed on whether:

- there is access to a catchment of sufficient size to enable a viable and sustainable program to operate
- the location is appropriately placed in relation to schools with existing SEAL programs
- appropriate access to transport is available
- there are no viability issues for existing schools from the creation of the program.

Zoned schools that offer SEAL programs will be required to ensure that the conduct of the SEAL program does not displace local students from either the SEAL program or the school itself. SEAL classes will be filled with eligible local students first, before places are offered to students living outside the zone. Regional Offices will monitor the implementation of this criterion.

### **Community support and cooperative planning**

Applications for SEAL programs will need to demonstrate:

- strong community support for the proposal including evidence of consultation with the school community (such as school council, parents, local agencies)
- evidence of consultation with neighbouring primary and secondary schools.

### **Additional questions to consider in developing a school's application and implementation plan**

- What research has been undertaken in support of this application?
- Why do we want to establish a SEAL program in our school? What do we want to achieve?
- What evidence is there that students will achieve at a higher level in a SEAL program than in other programs we offer/have planned?
- What are the expectations about the level of learning participating students should achieve?
- Who is the intended target group and how will students be selected? How will we promote the program to this group of students and their parents?
- What issues do we need to consider– internal and external? eg Do we have the support of neighbouring schools? How will they support the program?
- What do we need to do to get staff fully committed to the program?
- How will we select the staff who will be involved in teaching the SEAL program?
- Will teaching the SEAL cohort require changes to the pedagogy?
- Will teaching the SEAL cohort require changes to assessment practices?
- What reporting processes will we use for participating students? Are these different from those for other students? Are they consistent with current assessment and reporting advice?
- What do we intend to do to support and develop the staff involved?
- How will the school ensure that the SEAL program reflects the VELS in its curriculum structure?
- How will we ensure that the curriculum is sufficiently rigorous and challenging?
- How does the SEAL program fit into and support school priorities and goals?
- How do we intend to monitor and support the SEAL program on an ongoing basis?

## Requirements of SEAL Program schools

A SEAL Program school requires the following:

- approval of the Regional Director is required to become a SEAL Program school (Refer Circular 356-2005)
- quality assurance of new and ongoing programs will be monitored by peers. All participating SEAL program schools are required to send the SEAL coordinator and/or a representative to each quarterly meeting of the SEAL schools network.
- current policy requires that students access to the nearest neighbouring school is assured. The criterion for assessment of new SEAL programs includes a requirement that zoned schools ensure that local students are not displaced by the conduct of a SEAL program.
- in zoned schools, SEAL classes must be filled with eligible local students first, before places are offered to students living outside the zone.
- it is expected that SEAL schools become learning centres for the system and share this knowledge with other practitioners through the Knowledge Bank and other forums.
- existing SEAL programs are required to comply with the quality provisions within these guidelines.
- new SEAL schools must attend the orientation program (see below).

## Effective SEAL programs

Effective SEAL programs will have:

- Curriculum that has been designed to ensure it is aligned to the Victorian Essential Learning Standards, with curriculum designed at an appropriately challenging level.
- Incorporated the Principles of Learning and Teaching to ensure that teachers can review and develop their teaching practices and that teaching meets the diverse needs of students.
- Rigorous, authentic and diverse assessment processes including assessment for, as and of learning that will inform curriculum planning and development.

Based on current programs and research, schools with an effective SEAL program will have:

- Significant lead time prior to first intake of students to enable thorough consultation, planning and teacher professional learning to occur. (For example, planning for a 2009 student intake would commence early in 2008).
- A range of student selection criteria informed by rich quantitative and qualitative data. In addition to academic ability, organisational skills and motivation are important prerequisites for students participating in accelerated curriculum groups. These may be difficult to determine however anecdotal evidence from primary teachers, parents and in some cases psychologists will be helpful.
- A coordination position.
- Support in place for teachers in SEAL and mainstream programs, through ongoing professional learning opportunities. This will encourage all teachers to see themselves as part of the learning culture around SEAL. This in turn will promote cohesion, identify issues, refine the program, and disseminate knowledge and skills; and in so doing maximise the transference of pedagogical insights and strategies to the mainstream. Teachers need specific and ongoing professional learning opportunities that will support reflective teaching practices in line with the Principles of Learning and Teaching.

- Representation on the SEAL Program schools' network.
- Systematic data collection and analysis processes in place to monitor student progress, and destination data to inform provision options.
- Initially allocated teachers to the SEAL program with particular interest or expertise in the area however over time will have provided all teachers in the school with the professional learning to teach SEAL classes with normal allotment processes applying.
- Individual student learning programs that map pathways, particularly toward the end of the first three years and beyond.
- Provision for staff teaching in the SEAL Program to communicate and share their best practice, concerns and issues within the school and beyond.
- Contributing primary schools understanding the program. They provide the majority of nominations, and information obtainable from this source is important in determining the suitability of applicants.

## Preparing to Introduce a SEAL Program

Schools should undertake extensive consultation and planning before introducing a SEAL program. This should include design of courses, together with assessment procedures that are appropriate for SEAL - that is to say procedures that are at once rigorous and in harmony with the school's Strategic Plan and the school community.

### Consultation and decision making processes

If a school is considering the introduction of a SEAL program the first step in the process should be thorough consultation with neighbouring schools on the need for a program in the area. The regional contact officer for Gifted Education may be able to facilitate discussions at the local level. Approval from the Regional Director is required for a school to establish a SEAL program.

A significant amount of time is required to set up a successful SEAL program. Preparation should commence at least twelve months prior to the planned intake of a SEAL student cohort.

Existing SEAL program schools have used a range of different techniques in establishing their programs including:

- setting up staff working parties to explore issues and to seek the support of the school community
- the development of a questionnaire to gain school community feedback on the proposal
- information evenings for the school community
- a series of professional development sessions for all staff
- guest speakers for staff and parents, speakers may include experts in the education of gifted and high potential students, teachers, coordinators, parents and principals from schools already running a SEAL Program.

It is most important to listen to all perspectives and interest group considerations, and to take from them the ideas that will suit the needs of the particular school. The whole school community should be involved in extensive consultation. During this process it is critical that the specific needs of gifted and high potential students are both the motivation and the focus.

### School community consultation

The introduction of a SEAL program will have an impact on many areas of the school operation, personnel, students and the community; therefore schools should involve the whole school community when working towards establishing a SEAL program.

Current parents, for instance, will want to know how the new program might impact on students already enrolled at the school, and whether there will be opportunities for them to become involved. Some parents may also need to be reassured that the introduction of the SEAL program will not prevent local students from attending the school. There are many beliefs/conventional wisdoms that community members will bring to a discussion regarding gifted and high potential students. Emotion and inaccurate perceptions should not influence decision making. It is important that informed people provide clear and accurate information to assist schools in establishing programs.

Not all gifted and high potential students will be in the SEAL program. Parents may need to be reassured that the needs of high intellectual potential students who remain in mainstream classes will also need to be addressed.

Where appropriate, schools should ensure that all information about the SEAL program is translated, or that interpreters are used in information sessions, as appropriate.

### **Consultation with neighbouring schools**

While a decision to work towards introducing a SEAL program will have been taken in the context of network discussions and planning processes, it is still possible that the perception of some neighbouring schools might be that the program is going to pirate their 'best' students. It is therefore important to make it clear to schools in the area that a SEAL Program option will not suit all gifted and high potential students and the intention is to cater for the learning needs of a small proportion of students who are not readily accommodated in regular programs.

The establishment of a SEAL Program is one option available to schools. The provision of other programs for gifted and high potential students in nearby secondary schools will therefore still be required.

### **Whole school organisation issues**

Schools considering introducing a SEAL program will need to incorporate the following arrangements into their planning:

- a staff member needs to be designated as the SEAL Program Coordinator
- flexibility with students' programs is important, and different pathways must be anticipated and catered for. An Individual Learning Plan needs to be developed for each student so that specific needs can be addressed. A SEAL cohort, will still be a mixed ability group, therefore there will still be individual requirements that will need attention. Some students in the SEAL cohort will require additional extension to remain engaged in learning
- provision needs to be made for students to join the program at levels other than Year 7 and to leave the program. The school should outline procedures and guidelines to cover when students can join a program other than at Year 7
- ongoing review of both student progress and cohort progress is essential to inform planning.

### **SEAL program coordinator**

Typical duties of a SEAL program coordinator are to:

- oversee the program and monitor and evaluate its effectiveness
- support teachers in curriculum planning
- monitor student development and progress
- explore a range of post compulsory options for students
- facilitate professional development for staff
- ensure effective ongoing communication with the school community
- represent the school at the quarterly SEAL network meetings
- plan ahead, to facilitate student placement into VCE Extension Studies and university where appropriate
- provide information about the program to other schools in the network.

## Curriculum considerations

When planning learning and teaching experiences teachers should:

- implement programs that are consistent with the Victorian Essential Learning Standards, the Principles of Learning and Teaching and Assessment and Reporting Guidelines
- eliminate repetition
- limit practice of already mastered skills
- accelerate the pace of learning
- ensure higher order thinking is an integral process in student learning
- make provision for in-depth study
- be culturally inclusive, and affirm students' cultural and linguistic backgrounds
- include provision for the continuation of appropriate ESL and other support, where required
- ensure that accelerated learning leaves no significant gaps in a student's knowledge, skills, behaviours and understandings.

More information about:

- Victorian Essential Learning Standards <http://vels.vcaa.vic.edu.au/essential/index.htm>
- Principles of Learning and Teaching <http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm>
- Assessment and Reporting <http://vels.vcaa.vic.edu.au/assessment/index.html>

## Students, Inclusiveness and Issues

Gifted and high potential students are often not identified using conventional identification tools in the following areas:

- in low socio-economic areas
- in areas with high numbers of students from backgrounds other than English
- among the Koorie student population
- in a number of rural and regional areas.

Research shows that high potential crosses cultural, language, location, gender, and socio-economic boundaries. The SEAL population of the school should reflect the general school population.

### Cultural diversity

Different cultures value different strengths. This will impact on characteristics observed in the student. Many cultural groups place the needs of their community before those of the individual.

Many conventional identification tools may be biased toward mainstream culture. Alternative procedures, particularly the use of non verbal ability tests, may help teachers identify students from a wide range of backgrounds and help in planning appropriately for these students.

In the identification process it is important to:

- establish knowledge of culturally valued talents (cultural indicators of high intellectual potential unique to a group may not be a central part of the dominant view of high intellectual potential)
- define gifted and high potential in the cultural context of each sub group in the community
- seek nominations from parents, community members, teachers
- administer tests in the student's first language maximising opportunity for oral responses (see School Education Psychologist for appropriate tools)
- use multiple assessment procedures including objective and subjective data from a variety of sources (such as testing, inventories, checklists)
- consider motivation, interests, communication, problem solving, memory, inquiry, insight, reasoning, imagination or creativity and humour
- involve staff and students who belong to the cultural group in the identification process.

The composition of the particular cohort will impact on provision. Differences in cultural experiences, values, and beliefs have important implications for designing appropriate assessment and instructional programs. Factors to consider include:

- Different cultures may value different learning styles, modes of perception, and cognitive behaviours. Curriculum should be sensitive to these cultural differences.
- Curriculum should acknowledge the cultural context in which students and their families live, work and learn. Be aware of in-group differences and be wary of group generalisations when focusing on an individual.
- Support should be provided where there are gaps in basic skills and other abilities such as research.
- The cultural background of mentors or role models should be considered when matching students to mentors.

- Culturally-inclusive classrooms should be established and maintained, including ensuring that texts used by teachers and students are culturally diverse.
- Cultural competence, sensitivity to ethnic, social, racial or language differences in people are essential elements of a successful program.
- Trust and cooperation between parents and school staff are essential.
- All students and their families need access to seminars regarding post-secondary choices, how to obtain scholarships, academic planning etc. This may require provision of an interpreter.
- Cooperative learning where team work and group achievement is valued, as well as learning that promotes individual responsibility and achievement needs to be facilitated (adapted from Frasier 1997; Van TasselBaska 1998).

### **Gender issues**

Schools should be aware of a possible imbalance in the ratio of girls to boys in SEAL programs. Research on gender issues shows that teachers need to be mindful of prevailing attitudes within their school community. Attitudes held by teachers and students may impact negatively on gifted and high potential boys and on gifted and high potential girls in different ways. For example research indicates that:

- a boy can get away with doing well academically if he is also good at sport or if he can convince others around him that school results are unimportant and that he doesn't do much work. (Landvogt, Leader and Forgasz 1998)
- a girl is more likely to be perceived as hard working and producing higher quality work than boys yet teachers are still more likely to give the higher VELS scores and ratings to boys
- girls' achievements are perceived by themselves and teachers to be a result of effort rather than intelligence – the reverse is true for boys
- girls then see themselves as 'less able' (Kerr 2000).

### **Transition issues**

#### **Workload**

Learning expectations in a SEAL program will inevitably be greater than in mainstream classes. SEAL students are therefore expected to make a genuine commitment to the program. There will be an adjustment period for many students especially when it also marks the transition from primary to secondary school.

#### **Self-image**

This may be the first time students have truly been challenged or have interacted with other students who are similarly able. Some students might experience an initial lowering of self esteem. This may be appropriate, enabling the student to eventually replace an 'over-inflated' self-image with a more realistic self esteem. Schools need to be sensitive to this as students will need to be supported through this period of readjustment.

Parents of selected students will need to be advised about issues which may affect some children, and have the opportunity to discuss how the school and the home can work in partnership to support students.

#### **Social relationships**

For some groups of students inclusion in a SEAL program may contribute to an unacceptable level of isolation from their peer group. Care must be taken to consider each

student individually. It may be more appropriate, for example, for a school to offer an alternate challenging program for some gifted and high potential students. For other students entry to a SEAL program will provide an opportunity for their first real taste of friendship with like minded peers.

### **Social and emotional development of students**

Gifted and high potential students often deal with social, emotional and psychological issues connected with their cognitive difference (compared with their age peers). Social and emotional development tends to be more closely aligned with intellectual development than chronological age. This out-of-sync development impacts on dilemmas facing gifted and high potential students.

Gifted and high potential students are concerned much earlier with moral and ethical issues. Research (Silverman 1993) has suggested that as cognitive complexity increases so does emotional intensity.

Hoekman (1998) has found that gifted and high potential students who have never been challenged have much higher levels of anxiety, nervousness, and negative self esteem. When these students successfully took on a challenge that they did not think they could achieve, this resulted in heightened positive self-concept, motivation to learn, and readiness for new cognitive challenges.

Provision of a SEAL program goes well beyond curriculum differentiation. The program needs to take on board and address the social and emotional needs of these students. A staff member should be given responsibility for the pastoral care of this group of students.

## Selecting Students

Placement in a SEAL program should be seen as the most appropriate placement for an individual student. For some students, placement in a SEAL program may still be a compromise. An exceptionally gifted and high potential student will need additional challenge and acceleration compared to most of the SEAL cohort. The SEAL program will simply be the best option available for that student. The age of a student should not prohibit them from entering a SEAL program.

Each school is responsible for determining their own student selection criteria within the context of these guidelines.

Students are sometimes coached to ensure their acceptance into SEAL programs. Giving all potential applicants copies of sample tests and interview questions can help to make the process more accessible and fair.

A student may interview successfully but receive a poorer than expected test result or school report. Therefore it is important to use a combination of tools in the selection process rather than a single source of information.

### Identification and assessment - Choosing the test

In deciding on the selection process schools need to be mindful of their student population. Some groups will be disadvantaged by conventional assessment procedures, in particular students learning English as a second language, Koorie students and some students from low socio-economic groups.

It is essential that the test selected by a school is able to make fine discriminations between the range of gifted and high potential students.

Specifically designed ability tests are the most appropriate type of test because they require students to use higher level skills, for example, to make judgements or to identify connections, relationships and patterns that are not explicitly stated. This type of test is also more difficult to 'prepare' for thus reducing the risk of students being 'trained' for the test. The aim of this type of test is to establish ability or potential rather than to measure current skills and achievement.

Achievement Tests are designed to assess the performance of the student against certain key areas of the curriculum. They are very useful in selecting and sorting students according to levels of attainment but they only classify students into broad groupings based on their performance in these areas. Underachieving gifted and high potential students may score poorly on achievement tests.

Diagnostic tests are designed to identify specific areas of difficulty that a student may be experiencing. These are not designed to identify students with higher abilities but may provide useful additional information about some students.

Schools currently operating SEAL programs use one of the following organisations that provide an ability testing service. The Department of Education does not endorse one test over another and the list is not exhaustive. Schools are advised to seek out a range of options to find the most appropriate screening tools for their school community.

The following organisations prepare, mark and provide test results to the school:

- University of New South Wales Educational Testing Centre  
<http://www.etc.unsw.edu.au/>
- ACER Testing Services <http://www.acer.edu.au/>

Additional data is also sought from the previous school, from student interviews, student portfolios and from specialist reports such as a psychologist's report.

### Screening students

Initial screening and/or confirmation of a student's giftedness or high potential may have taken place in primary school. This information is useful but (with the exception of a psychologist administered IQ assessment), may not pick up on underachieving gifted and high potential students. This information may assist with the development of a short list.

Assessment measures reported may include the following identification instruments/procedures:

- individual IQ assessment\*
- non verbal ability test, e.g. Raven's Progressive Matrices
- scholastic aptitude test (ACER - modified)
- year 6 report/referral
- student portfolio
- argumentative writing
- interviews (especially for students learning English as a second language).

Further screening could include:

- teacher recommendation
- samples of work from primary schools
- school devised maths/English tests
- primary school reports
- short answer questionnaire
- supporting evidence (e.g. teacher reference)
- interview with parent and student
- discussion with primary school teachers - particularly if there is a discrepancy between testing and teacher recommendation
- previous Australian Primary Talent Search results.  
[http://www.arts.unsw.edu.au/gerric/stdt\\_apt.html](http://www.arts.unsw.edu.au/gerric/stdt_apt.html)

### IQ tests\*

Only a registered psychologist can administer and interpret an IQ test. This is a complex and effective but time consuming process. An IQ assessment is the most reliable measure of intellectual potential. Where there is a discrepancy between a selection test result and an established IQ assessment, the IQ result is considered a more reliable measure. The school is advised to contact the education psychologist who provided the IQ assessment report for advice on the most appropriate placement and provision for this student. Where placement in the SEAL program is not recommended an alternative student learning plan will need to be developed.

## School and Teacher Support

### Communication

The SEAL Schools Network places a single advertisement in *The Age*, the *Herald Sun* and *Education Times* early in first term each year jointly advertising for Year 7 applicants for the following year. Individual SEAL schools choose in which papers they would like to be included. Each school pays a proportion of the total cost of advertising. This amount is dependent on the number of papers in which the schools advertise.

Schools also develop their own communication strategy, which may include:

- distribution of information to local primary schools
- advertisements in local papers
- visits to feeder primary schools by the SEAL Coordinator and secondary students involved in the program
- information on school website and in school newsletters.

### Ongoing professional learning support

While it may be appropriate to work with a smaller team initially, professional learning about the SEAL program needs to be conducted on a whole school basis so that all staff feel ownership of the program. Professional learning should be provided on an ongoing basis.

It is essential that before the SEAL program commences all staff members participating in the SEAL Program should have received some professional learning in:

- the social/emotional needs of these students
- the skills of curriculum differentiation
- how to provide a faster paced curriculum.

Each school was provided with the Gifted Education Professional Development Package on CD-ROM during 2005. An advanced program is now available, providing extension opportunities for teachers with some background in high intellectual potential education.

More information about the Gifted Education Professional Development Package

[http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/profiles/Gifted\\_Education\\_Professional\\_Development\\_Package.htm#versionAvailable](http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/Gifted_Education_Professional_Development_Package.htm#versionAvailable)

The Certificate of Gifted Education (COGE) is currently run in Melbourne through the University of New South Wales. This Certificate course is designed to equip educators to respond to the academic and social needs of students of high intellectual potential. Most universities accept the Certificate as quarter of a Masters Degree.

Full details of the program are available from the Gifted Education Research, Resource and Information Centre, University of New South Wales

[http://gerric.arts.unsw.edu.au/tchr\\_coge.html](http://gerric.arts.unsw.edu.au/tchr_coge.html)

## **Resourcing the SEAL program within the school**

A SEAL program should not be particularly expensive in the long term, especially if a full size class is timetabled. However, a SEAL Coordinator should be appointed and given appropriate coordination time. Travel and other associated costs of the quarterly meetings are met by the school. Funding for the SEAL Program comes from the Student Resource Package.

## **SEAL network**

The SEAL network was originally set up through the central office of the department. The network is now the vehicle for the SEAL program quality assurance process and as such requires representation from all SEAL program schools. The network meets quarterly and meeting arrangements are facilitated through the central office of the DEECD. The SEAL school members of the network determine the agenda and chair the meetings.

The network provides:

- mutual support between SEAL Program schools
- opportunities for sharing of resources and curriculum initiatives
- professional development
- peer quality assurance.

## **Support from the Department of Education and Early Childhood Development (DEECD) Regions**

Regional Directors determine which schools are eligible to go through to the application process in their region. Strategies will be implemented at the regional level to support these schools in this process. Following selection of new SEAL program schools, regional contact people will support the orientation process.

## **Support from central office of DEECD**

The central office of the department:

- convenes quarterly SEAL network meetings
- provides advice to Regions

## **Implementing the SEAL Program**

During the year preceding the first Year 7 SEAL student intake it is essential that schools undertake the following process.

### **SEAL accreditation and the consultation process**

Consultation is critical and is the acknowledged starting point.

For information on consultation see Preparing to Introduce a SEAL program (page 9).

Structured consultation with key stakeholder groups will continue over the first twelve month period. Once the application to become an accredited SEAL program school has been approved consultation will become more focussed targeting local issues and a range of implementation decisions. An established process for decision making about the SEAL program in the whole schools context should be in place.

Issues to be addressed by the school include:

- selection of the SEAL Program Coordinator
- selection process to be adopted
- advertising strategy
- protocols for communication with feeder schools
- school timetabling implications
- Staff allocation to the SEAL program
- staff professional learning
- SEAL program curriculum design
- arrangements for meeting any additional costs
- possible expert or SEAL program representation on School Council
- additional time release for the SEAL Program Coordinator
- grievance procedures.

### **Advertising and student selection**

Usually, SEAL program schools advertise for the following year's Year 7 intake in February/March of the previous year with student assessment usually completed by the end of May.

The advertising and selection process should occur early so that students who are unsuccessful in gaining a place in the SEAL program are not disadvantaged when applying through the normal secondary school intake process.

Each school will need to decide on the selection process to be adopted. Decisions of 'clearly in' and 'clearly out' will be relatively easy. Protocols for decisions around borderline cases need to be thought out in advance. A panel of teachers is often used to select from a short list of students for inclusion in the program. At this point the SEAL Program Coordinator may choose to investigate some students further. The SEAL program school needs to decide who makes the final decision prior to commencement of the process.

Schools establishing a new SEAL program are strongly advised to discuss this issue with at least two existing SEAL schools.

More information about:

- Selecting students (page 15)
- Students, inclusiveness and issues (page 12)

## **Professional learning during the year of preparation**

### **SEAL coordinator**

Appointment of a SEAL coordinator is highly recommended early in the preparation year. The coordinator will need to have knowledge of gifted and high potential students and their learning needs during this time. Specific professional learning opportunities should be arranged. Attendance at the SEAL schools network meetings should commence in first term. The coordinator, with the support of the leadership team should facilitate consultation sessions, advertising and student selection and professional learning opportunities.

### **Teachers**

The coordinator should facilitate professional opportunities for all staff with additional sessions for interested staff. Teachers who are interested in taking SEAL classes may need to have some additional training particularly in curriculum differentiation and pedagogy. Understanding the total student and the potential impact of such a program on their well being should be addressed. Accurate information regarding the social and emotional development of this cohort should be shared the staff.

### **Parents/wider school community**

Information sessions for the broader school community will be required. Experts can provide reassurance around a number of issues that may be of concern. The SEAL Coordinator will be able to provide progress reports to this group.

### **Curriculum differentiation**

Current teaching practices may need to be differentiated for the SEAL cohort. Teachers may require additional support as they move toward the provision of more rigorous, open ended, higher order, research and problem based learning. Curriculum compaction needs to be understood and addressed. Professional development on effective curriculum differentiation is vital.

More information about:

- Curriculum compacting  
<http://education.vic.gov.au/studentlearning/programs/gifted/schoolorptions/curricompact.htm>
- Professional learning  
<http://education.vic.gov.au/studentlearning/programs/gifted/learnteach/proflearn.htm>

### Select Entry Accelerated Learning (SEAL) Schools Contact Details

This is a list of Victorian Secondary schools that have implemented the SEAL Program. For enquiries about a particular school SEAL program contact the SEAL coordinator of that school.

School	Phone	School	Phone
Balwyn HS	9819 7911	McGuire College	5821 5966
Bellarine SC	5251 9000	Mill Park SC	9407 9700
Belmont HS	5243 5355	Mordialloc College	5971 1606
Box Hill HS	9877 1177	Mount Clear SC	5330 1500
Brighton SC	9592 7488	Mount Erin SC	5971 1606
Brunswick SC	9387 6133	Reservoir District SC	9470 3555
Buckley Park College	9331 9999	Rosebud SC	5986 8595
Dandenong HS	9792 0561	Sale College	5144 3711
Emerald SC	5968 5388	Staughton College	9743 4622
Eumemmerring College	9703 1266	Thornbury HS	9480 4066
Fairhills HS	9758 5022	Trafalgar HS	5633 1733
Gladstone Park SC	9338 7122	University HS	9347 2022
Horsham College	5382 0499	Wangaratta HS	5723 0500
Keilor Downs College	9367 4200	Warrnambool College	5564 4444
Koo Wee Rup SC	5997 1444	Werribee SC	9741 1822
Lilydale HS	9735 5644	Westall SC	9546 3233
Lyndale SC	9795 2366	Williamstown HS	9399 9228
Matthew Flinders Girls HS	5221 8288	Wonthaggi SC	5672 2022