

APPLICABLE TO	All Catholic schools in the Diocese of Maitland-Newcastle		
DOCUMENT OWNER	Head of Teaching and Learning Services		
SCHOOL ACTIONS	System Procedure – Schools are to ensure their practices are consistent with this procedure. A local procedure is not required.		
APPROVAL DATE	January 2017		
APPROVED BY	CSO Leadership Team		
LAST REVIEW DATE/S	2004	NEXT REVIEW DATE	2021
RELATED DOCUMENTS	Aboriginal and Torres Strait Islander Education Policy 2013 Assessment Policy CSO 2005 Continuum of School Improvement (COSI) CSO 2016 Diocesan 2016 System Annual Improvement Plan Enrolment Policy 2013 Gifted & Talented Policy CSO 2004 Gifted Education K-12 Policy 2017 Gifted Education Position Paper CSO 2016 Learning Framework CSO tbc 2016 Learning Support Policy CSO 2010 Nature and Purpose of the Catholic School, Catholic Schools Council 2011 Programming K-12 Policy CSO 2016 Reporting Policy CSO 2007 School Records – Maintaining & Keeping Policy CSO 2002 Vision Statement for Catholic Schools CSO 2016 Workplace, Email, Internet and Network Usage Policy 2013		

Purpose

This procedure informs the Gifted Education K-12 Policy.

Scope

This procedure applies to all Catholic school communities within the Diocese of Maitland-Newcastle.

Step by Step

The following information sets out how stakeholders develop and provide appropriate learning opportunities for gifted students.

CATHOLIC SCHOOLS OFFICE

The CSO supports and guides the development and implementation of gifted education programs and initiatives, professional learning opportunities and resources by:

- providing the strategic direction and framework for gifted education within its overall philosophy of learning for schools;
- providing resources for professional learning opportunities including funds to support the release of school gifted education contact persons; and,
- facilitating professional learning opportunities.

In consultation with members of the Teaching and Learning Team, Head of Service Teaching and Learning, Assistant Directors and other relevant personnel including the Gifted Education Committee,

the **Education Officer (Gifted Education)** facilitates gifted education programs, disseminates information and co-ordinates professional learning in the area of gifted education.

SCHOOLS

Principal and Executive Team

1. ***Plan and embed a sustainable whole-school approach to gifted education within the school's overall philosophy of learning***
 - A vision for gifted education to be included in each school's strategic plan.
 - Each school will have a designated contact person responsible for the promotion and dissemination of information and/or the facilitation of programs and professional learning in the area of gifted education.
 - Each school will have a gifted education committee consisting of at least one executive member and the designated school gifted education contact person.
2. ***Plan and deliver a flexible curriculum that meets and furthers student learning needs***
 - Schools identify the pathways that meet the learning needs of gifted students including via creative timetabling, acceleration, curriculum compacting and contemporary research-based pedagogies.
3. ***Implement a continuous process of identification of gifted students in consultation with relevant CSO and other personnel***
 - Schools implement identification processes that are early, ongoing and inclusive. It is important to ensure that students from disadvantaged and minority groups are not overlooked and that identification processes are based on a multiple-criteria approach.
 - With the support of CSO personnel, schools will follow the suggested process of identification of gifted students (see Gifted Education Identification Overview).
4. ***Develop well-planned and articulated programs utilising a variety of pedagogical approaches appropriate to student needs***
 - Schools plan, implement, regularly evaluate and make adjustments to education programs.
 - Use student profile to develop Personal Plans where appropriate or requested.
 - Document programming options and/or Personal Plans in individual student record files.
5. ***Provide students with access to a supportive social, pastoral and educational environment to realise their holistic wellbeing***
 - Students to be encouraged to develop relationships with mentors (e.g. teachers, older students, experts in a specific area of interest) and peers.
 - School counsellors and/or psychologists are available to support the social-emotional needs of gifted students.
6. ***Connect students with similarly gifted peers***
 - Through flexible groupings within schools, cluster meetings with local schools, diocesan projects utilising technology and state-wide and national opportunities.
7. ***Communicate, consult and collaborate with parents and the diocesan community to develop a shared understanding of gifted education***
 - Parents to be informed of the Gifted Education K-12 Policy and identification procedures.
 - Parents play a role in the identification, education and wellbeing of gifted students.
 - Parents of gifted students to be provided with feedback to inform them of their child's involvement in specific programs.

Teachers

1. ***Actively engage in professional learning opportunities***
 - Teachers engage in high-quality professional learning opportunities in gifted education.
 - Teachers participate in learning to update knowledge and practice that reflects system and school priorities.

2. ***Implement differentiated teaching, learning and assessment strategies to challenge and equip gifted learners to optimise learning and progress***
 - Teachers develop differentiated curriculum resources designed specifically for the learning needs of gifted students.
 - Teachers gather data from multiple sources of assessment (including pre-testing, off-level testing, formative and summative assessment, peer feedback and student self-assessment) to identify strengths, monitor progress and provide meaningful feedback to gifted learners and their parents.
 - Teachers acknowledge that students learn in different ways, therefore programs must be developed that contain a number of different options for learning. These can be inclusive of but not limited to:
 - accelerating the mastery of basic skills and reorganisation of the curriculum according to higher level skills and concepts;
 - engaging students in problem-based learning and project-based learning; and,
 - providing students opportunities for making connections within and across systems of knowledge by the use of conceptual frameworks within curriculum design. (Erikson, 2012, p.7)

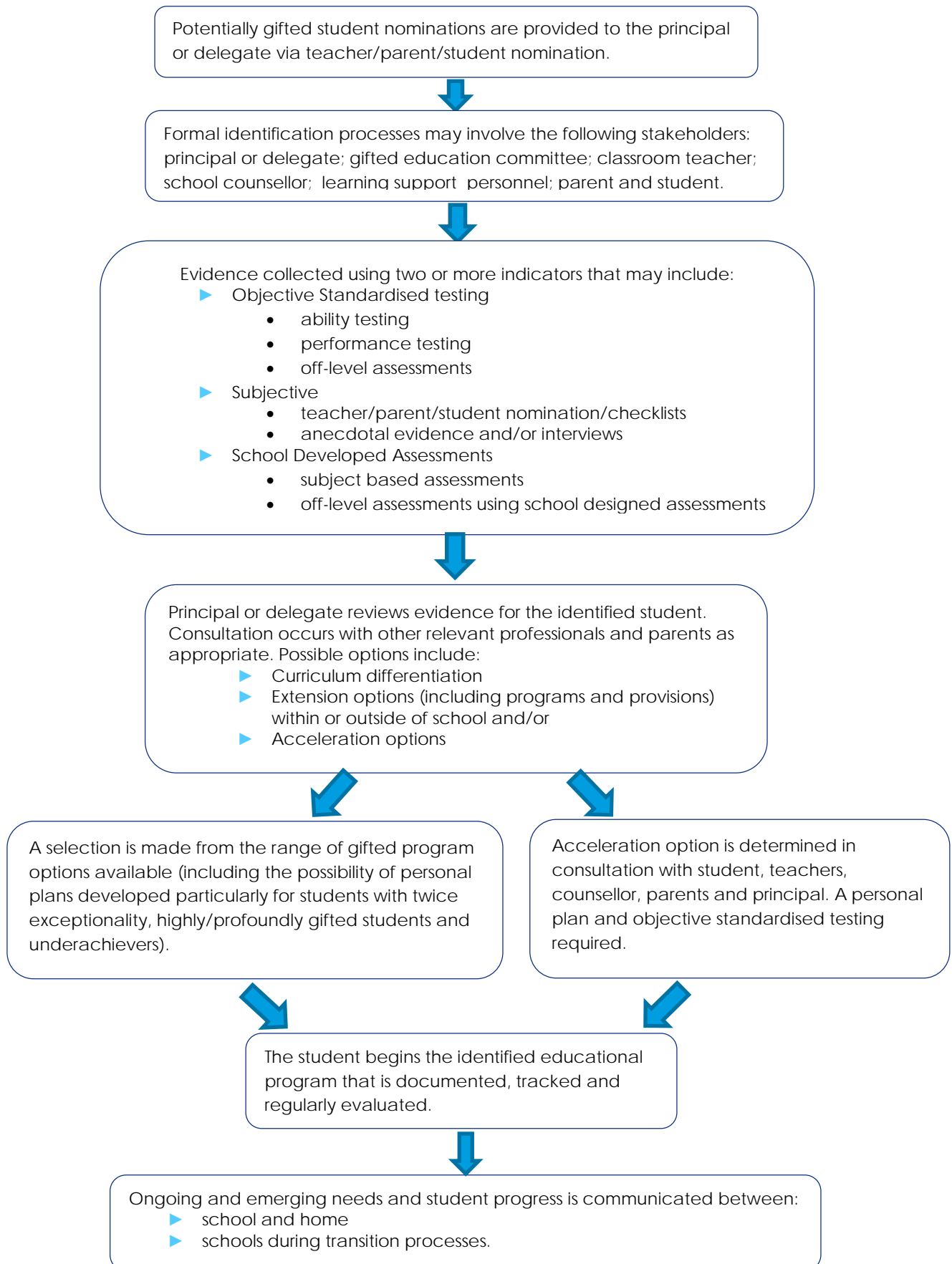
3. ***Embrace a collaborative approach to gifted education within school/s and across the diocese***
 - Teachers engage in opportunities to share programming strategies and differentiated curriculum resources that are based on current valid research and designed specifically to meet the cognitive and affective needs of students.

4. ***Encourage intellectually gifted students to utilise opportunities to develop and realise their academic potential***
 - Students are given opportunities for academic challenge.
 - Students have the opportunity to negotiate a personal plan to accommodate their unique characteristics (including underachievers and twice exceptional students), which may include assessment criteria, task design and presentation.

IDENTIFYING GIFTED STUDENTS

To identify gifted students, the process outlined in the overview below should be followed.

Gifted Education Identification Overview



Glossary

Acceleration

Allowing gifted learners access to curriculum content and skills that are beyond requirements appropriate for their age level (BOSTES Guidelines for Acceleration). It is an educational intervention based on progress through an educational program at rates faster or at ages younger than typical and is ideally suited to academically gifted students who have an enhanced capacity to learn. Acceleration practices provide the appropriate level of challenge and reduce the time necessary for students to complete traditional schooling (NAGC, Position Paper, 1992; Assouline, Colangelo, & Gross, 2004).

Conceptual Framework

A way of organising curriculum by using overarching abstract ideas (concepts) as conceptual lenses through which to study or frame the key skills and content related to a discipline or group of integrated disciplines.

Curriculum Compacting

An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time (NAGC, 2016).

Differentiation

The process by which curriculum objectives, teaching methods, assessment methods, resources and learning activities are planned and/or tiered to cater for the needs of individual learners (Kronborg & Plunkett, 2012).

Flexible grouping

Varied grouping of learners with peers who are similar in ability, interests, or age.

Giftedness

Designates the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain to a degree that places an individual at least among the top 10% of age peers (Gagné, 2016).

Grouping

Refers to the careful organisation of gifted students on the basis of need, according to ability or performance, for some or all of the school day. Differences will still be evident and will require appropriate programming and differentiation (ACT ETD, 2014).

Mastery

Comprehensive knowledge or skill in a particular subject or activity (Oxford Dictionary, 2016).

Off-Level Testing

Tests designed for several grades beyond the student's placement are required to identify how far beyond the norms for their age, the student is performing (Hansen, 1992; Stanley, 1990).

Personalised Learning

Making adjustments for learners that may come in the form of changes to content (what students learn), process (how students learn), product (how students demonstrate their learning), and learning environment, according to the learner's personal characteristics such as readiness, interest and learning preference (ACARA, 2013).

Personal Plan

A Personal Plan is a working document for a student to determine the curriculum options as well as teaching, learning and assessment strategies most suited to their needs and abilities (NSW BOSTES).

Pre-testing

A form of summative assessment that allows the educator to collect data about what learners know and need to know in order to differentiate the curriculum. Pre-testing should be aligned to the skills and outcomes of the post summative assessment.

Problem-Based Learning

A curriculum and instruction model that asks students to solve real-world, complex, or open-ended problems by using research, decision-making, creative and critical thinking, and other 21st-century skills (NAGC, 2016).

Program

A continuum of services for gifted learners rather than a single model program, which includes a “comprehensive set of responsive services spanning grade levels and subject areas, providing a variety of well-conceived opportunities to different students who have potential giftedness in many different domains” (Delacourt, Cornell, & Goldberg, 2007 in Robinson 2009; Gentry, 2009, p.262).

Project-Based Learning

A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge (Buck Institute, 2016).

Provision

Opportunities outside of the curriculum in which a gifted student can develop or showcase their talents. Examples of provisions include out-of-school enrichment days, clustering with other regional schools, private tuition, clubs/associations, and competitions (New Zealand Ministry of Education, 2012).

Stakeholder

Groups invested in the welfare and success of a school including teachers, parents, students, principal and executive staff, CSO staff, community members and or business.

Talent

Designates the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field (Gagne, 2016).

Twice-Exceptional

An individual who displays traits of both giftedness and disability or learning difficulty. They may mask each other.

Underachiever

A student who exhibits characteristics of underachievement.

Underachievement

Underachievement can be defined as a difference between the expected academic achievements of an intellectually gifted student (measured by cognitive ability assessments) and their actual achievement (measured by grades and/or teacher evaluations), and when the lower actual achievement is not a result of a diagnosed learning disability (Robinson, 2007). Underachievement can be intermittent and occur for a short time or within a specific area, or it can be ongoing and occur over time and/or across a variety of areas of a student's life. Underachievement may also begin much earlier than previously thought and continue through to adult life (Matthews and McBee, 2007).

Appendix

GAGNÉ'S DIFFERENTIATING MODEL OF GIFTEDNESS AND TALENT (DMGT)

In Australia today, Gagné's model provides the most generally accepted definition of both giftedness and talent. As such, the Diocese of Maitland-Newcastle has adopted Gagné's model as the foundation for gifted education within diocesan schools.

"**Giftedness** designates the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers.

"**Talent** designates the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field" (Gagné, 2016, p.8).

Gagné's Differentiating Model of Giftedness and Talent (DMGT) "provides research-based definitions of giftedness and talent that are directly and logically connected to teaching and learning" (ACARA, 2013). Gagné summarises his model (Figure 1) with the following statement: "Talent in a particular field emerges during a long developmental process that has its foundations in remarkable aptitudes (the gifts), and benefits from the constant influence of intrapersonal as well as environmental catalysts" (Gagné, 2012).

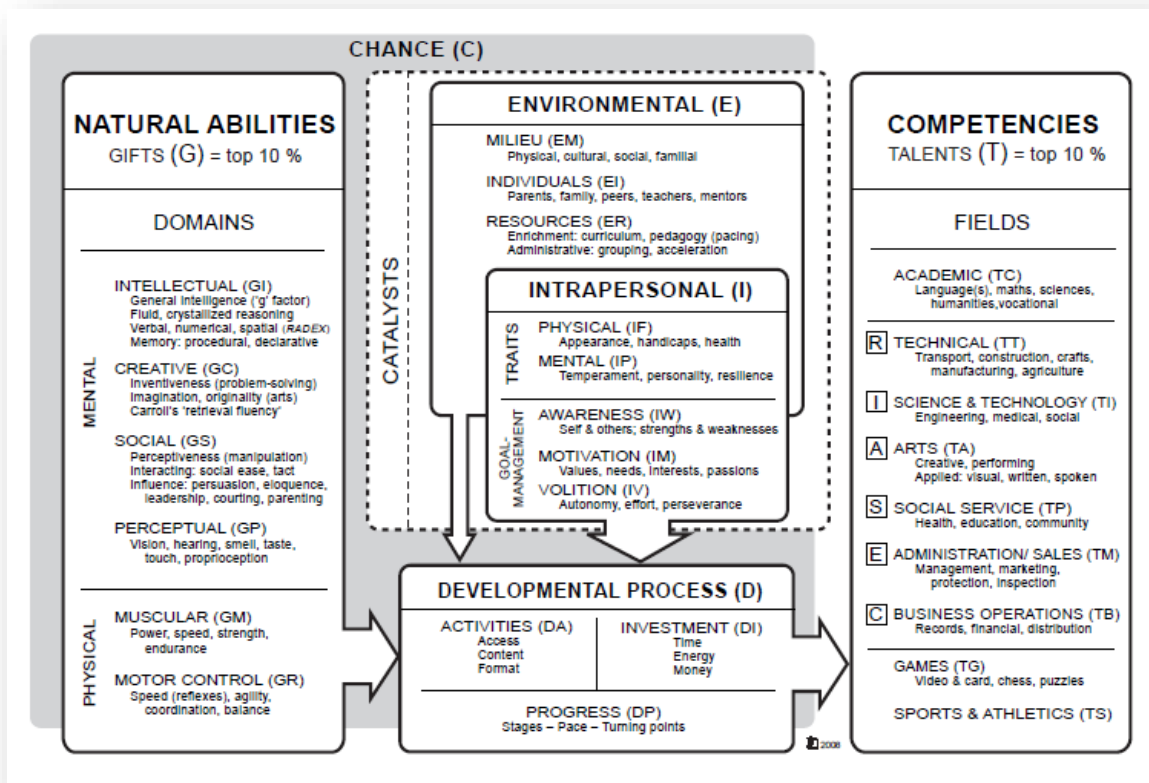


Figure 1: Gagné's Differentiating Model of Giftedness and Talent (DMGT)

"Gagné's model recognises that giftedness is a broad concept that encompasses a range of abilities; it also recognises that giftedness is only potential and that it must go through a transformative process in order to become a talent. As such, Gagné makes it clear that adequate school support is necessary if students are to develop their gifts or high abilities into talents or high achievements" (ACARA, 2013).