

APPLICABLE TO	All Catholic schools in the Diocese of Maitland-Newcastle
DOCUMENT OWNER	Head of Teaching and Learning Services
APPROVAL DATE	May 2021
APPROVED BY	CSO Leadership Team
SCHOOL ACTIONS	System policy: Schools are to ensure their practices are consistent with this policy. A local policy is not required.
LAST REVIEW DATE/S	2004, 2017
NEXT REVIEW DATE	2025
RELATED DOCUMENTS	<p>Aboriginal and Torres Strait Islander Education Policy 2013 Assessment Policy K–12 Policy 2019 Continuum of School Improvement (COSI) CSO 2016 CSO Strategic Plan 2021–2023 Enrolment Policy 2018 Gifted Education K–12 Policy 2021 Learning Support Policy 2017 MNCSO Gifted Education Identification Resource 2017 (MN CSO Twice Exceptionality support document for teachers) MNCSO parent brochure Programming K–12 Policy 2019 Reporting K–12 Policy 2017 Archiving of School Records – Retention Guideline 2020 Vision Statement for Catholic Schools CSO 2016 Workplace, Email, Internet and Network Usage Policy 2013</p>

Purpose

The Gifted Education K–12 Policy aims to implement a system-wide approach in the Catholic Schools Office, Diocese of Maitland-Newcastle (CSO) to the development of educational programs to meet the diverse needs of gifted students.

Policy Statement

The CSO is committed to implementing practices in curriculum delivery that incorporate a variety of pedagogies centred around appropriate programming strategies to meet the educational needs of gifted students.

The Gifted Education K–12 Policy reflects the Vision Statement for Catholic Schools (2016) in that Catholic schools educate “for excellence and from excellence”. To this end, the Vision Statement advocates that diocesan primary and secondary schools implement high quality teaching practices that provide meaningful opportunities for all students to excel, engage and exceed expectations in their learning.

This policy will be reviewed after five years of its implementation or as deemed necessary.

Scope

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

Guiding Principles

- The Catholic Schools Office subscribes to François Gagné's Differentiating Model of Giftedness and Talent in recognising "that giftedness is a broad concept that encompasses a range of abilities: it also recognises that giftedness is only potential and must go through a transformative process in order to become a talent" (Australian Curriculum Assessment and Reporting Authority, 2013). See appendix in Gifted Education Procedure for further detail.
- Contemporary education recognises that all learners are individuals with diverse backgrounds and learning styles. Gifted students possess potential in intellectual, creative, social and/or physical domains that is distinctly above average. This potential places them in at least the top 10% of same-aged peers. They are "entitled to rigorous, relevant and engaging learning opportunities ... [that are] aligned with their individual learning needs, strengths, interests and goals" (ACARA, 2013).
- The Melbourne Declaration for Educational Goals for Young Australians (2008) and the Alice Springs Declaration (2019) promote cultures of excellence and challenging and stimulating learning experiences in all schools and learning environments, and opportunities that enable all students to explore and build on their individual abilities, interests, and experiences.
Accordingly, educators must recognise their role in designing learning and teaching programs that cater for the full range of abilities including specific reference to gifted students.
- It is the responsibility of all teachers to meet the Australian Professional Standards for Teachers in promoting a whole school approach to the provision of quality teaching and learning experiences in diocesan schools. In particular, Standard 1 emphasises the need to "know students and how they learn" (Australian Institute for Teaching and School Leadership, 2011, p.8). Educators of gifted students have a moral imperative to implement programs that are differentiated in pace, depth and complexity, in order to facilitate student academic growth and subsequent talent.

Responsibilities

Catholic Schools Office

The Catholic Schools Office is responsible for providing support and guidance in the development and implementation of gifted education programs and initiatives, professional learning opportunities and resources.

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 Officers (Gifted Education) are responsible for:

- overseeing the implementation of this policy;
- dissemination of information; and,
- facilitation of professional learning in the area of gifted education.

The Education Officers (Gifted Education) report to the Head of Service Teaching and Learning.

Schools

The Principal and Executive team are responsible for:

- planning and embedding a sustainable approach to gifted education within the school's overall philosophy of learning;
- enabling a curriculum that meets and furthers individual needs;

- implementing a continuous process of identification of gifted students in consultation with relevant CSO and other personnel;
- supporting well-planned and articulated programs utilising a variety of pedagogical approaches appropriate to student needs;
- providing students with access to a supportive social, pastoral and educational environment to realise their holistic wellbeing;
- connecting students with similarly gifted peers both within the school and across the diocese; and,
- communicating, consulting and collaborating with parents and the diocesan community to develop a shared understanding of gifted education and the identification of children as gifted learners.

Teachers are responsible for:

- actively engaging in professional learning opportunities to address identified learning needs of gifted students;
- developing and implementing differentiated teaching, learning and assessment strategies to challenge and to meet their advanced learning needs by increasing the level of challenge, complexity, depth and learning pace;
- embracing a collaborative approach to gifted education within their own school/s and across the diocese; and,
- encouraging intellectually gifted students to utilise opportunities to develop and realise their academic potential.

Definitions

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)

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)

Budget

An allocation to cover the costs associated with the implementation of this policy is made annually by the CSO. Each school is expected to allocate a proportion of its annual budget to gifted education for the initiatives outlined in this policy.

Legislative/Professional Guidelines

Alice Springs (Mparntwe) Education Declaration <http://www.educationcouncil.edu.au/Alice-Springs--Mparntwe--Education-Declaration.aspx>

Australian Curriculum Assessment and Reporting Authority 2013

Australian Institute for Teaching and School Leadership 2016

Catholic Education Commission NSW, Catholic Principles, 2016

Disability Discrimination Act 1992

Disability Standards for Education 2005

Early Years Learning Framework Australian Government, 2009

Melbourne Declaration for Educational Goals for Young Australians, 2008

NESA Assessment Certification and Examination (ACE) 2015

NESA Policies and Guidelines 2021

NESA Registered and Accredited Individual Non-government Schools (NSW) Manual, 2020

Sharratt, Lyn (2019) Clarity – What Matters Most in Learning, Teaching and Leading, Corwin USA

Teacher Accreditation Act 2004

Teacher Accreditation Amendment Act 2014