



GIFTED EDUCATION POLICY

SEPTEMBER 2016

1. **PURPOSE**

This policy aims to implement a school-wide approach to the development of educational programs to meet the diverse needs of gifted students.

2. **POLICY STATEMENT**

St Patrick's Primary School 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 staff's desire to implement high quality teaching practices emanates from our school's vision statement: *"St Patrick's School is a place of quality education, opportunity and growth. In a community of faith and love, we bring out the best in one another."*

3. **SCOPE**

This policy applies to all students, staff members, volunteers and visitors at St Patrick's.

4. **GUIDING PRINCIPLES**

- i. 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).
- ii. The Melbourne Declaration for Educational Goals for Young Australians "promote(s) a culture of excellence in all schools by supporting them to provide challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents" (2008, p.7). 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.
- iii. 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 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.

5. **RESPONSIBILITIES**

i. **Principal**

- a. Plan and embed a sustainable approach to gifted education within the school's overall philosophy of learning.
- b. Enable a curriculum that meets and furthers individual needs.
- c. Implement a continuous process of identification of gifted students in consultation with relevant CSO and other personnel.
- d. Support well-planned and articulated programs utilising a variety of pedagogical approaches appropriate to student needs.

- e. Provide students with access to a supportive social, pastoral and educational environment to realise their holistic wellbeing.
- f. Connect students with similarly gifted peers both within the school and across the diocese.
- g. Communicate, consult and collaborate with parents and the diocesan community to develop a shared understanding of gifted education and the identification of children as gifted learners.

ii. Teachers

- a. Actively engage in professional learning opportunities to address identified learning needs of gifted students;
- b. Develop and implement differentiated teaching, learning and assessment strategies to challenge and equip gifted learners to optimise learning and progress;
- c. Embrace a collaborative approach to gifted education.
- d. Encourage intellectually gifted students to utilise opportunities to develop and realise their academic potential.

6. BUDGET

The school will devote a proportion of its budget to the provision of funds for professional development to support the staff in relation to this policy.

7. NEXT REVIEW DATE

This policy will be reviewed in 2020 in consultation with relevant staff.

8. DEFINITIONS

- i. 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)
- ii. 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.
- iii. 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)

9. LEGISLATIVE / PROFESSIONAL GUIDELINES

- i. Australian Curriculum Assessment and Reporting Authority 2013.
- ii. Australian Institute for Teaching and School Leadership 2016.
- iii. BOSTES Assessment Certification and Examination (ACE) 2015.
- iv. BOSTES Policies and Guidelines 2015.
- v. BOSTES Registered and Accredited Individual Non-government Schools (NSW) Manual, 2016.
- vi. Catholic Education Commission NSW, Catholic Principles, 2016.
- vii. Catholic Identity and Mission Policy CSO, 2016.
- viii. Continuum of School Improvement (COSI) CSO, 2015.
- ix. *Disability Discrimination Act 1992*.
- x. Disability Standards for Education 2005.
- xi. Early Years Learning Framework Australian Government, 2009.
- xii. Melbourne Declaration for Educational Goals for Young Australians, 2008.
- xiii. *Teacher Accreditation Act 2004*.