



GIFTED AND TALENTED POLICY

Preamble

"All students regardless of race, age or gender, by virtue of their dignity as human persons have a right to an education that is situated to their particular needs and adapted to their ability."

*Gravissimum Educationis n1. 1965
Declaration on Christian Education, Pope Paul VI*

In keeping with our mission statement we aim to provide educational programs that enhance the spiritual, intellectual, moral, emotional, social and physical development of all students at Bethlehem College.

The College recognises the unique learning needs of our students. To cater to their individual needs a learning support team has been developed. Under the umbrella of learning support comes the following groups:

1. Students who are gifted and or talented
2. Students with special needs
3. Students with learning disabilities/difficulties
4. Students with ESL backgrounds

Bethlehem has a whole school approach to catering for the individual needs of all students. Designated resources and support staff enable students to maximise learning opportunities. The whole school approach used at Bethlehem incorporates a number of different strategies that enable the individual needs of specific students to be met.

Rationale

The rationale was developed from the College's strategic plan and in consultation with the Gifted Education K-12 Position Paper (2007).

As a Catholic school, Bethlehem, is committed to the development of each individual student. This involves:

- Creating and sustaining a culture of learning
- Providing educational programs which enhance the spiritual, intellectual, moral emotional, social and physical development of its members
- Identifying the special gifts and talents of students, implementing effective learning strategies and providing appropriate resources
- Regularly monitoring the performance of students using a range of assessment measures so that assessment informs our teaching

Definitions

The key to this definition is that it distinguishes between outstanding potential (giftedness) and outstanding performance (talent).

Giftedness can be defined as the potential to perform at a level significantly beyond what might be expected from one's age-peers in any area of human ability. Students may be gifted in any one of the cognitive, creative, socio-affective or sensori-motor domains or in several, or in all, or in an area not categorised by domains.

Talent, however, is an achievement at a level significantly beyond what might be expected from age-peers in fields such as arts, technology, academic pursuits, athletics and sport and social action. Therefore, a student may be gifted without being talented.

Educational Outcomes for gifted students can be achieved through:

- Appropriate identification
- Opportunities to work in class groupings of like ability students
- Provision of well planned programs
- Quality classroom support
- Curriculum differentiation
- Flexible pathways in progression and study options
- Attention to academic and affective domains
- Regular collaboration review and evaluation of goals and outcomes
- Access to extra-curricular and external enrichment programs

Identification, Assessment and Monitoring Giftedness in the school setting

Identification

Effective educational provision for gifted students depends on appropriate and accurate identification.

In order for identification to be effective for gifted underachievers a multiple criteria process should be adopted to assist teachers and parents to identify behaviours, often perceived as negative, that indicate the presence of high ability.

Identification, assessment and monitoring should incorporate a diverse combination of methods that may include:

- Diagnostic testing
- Standardised testing
- Pre-testing
- *Learning styles inventories*
- Parent check/interviews
- Teacher nominations
- *Checklist of characteristics common for underachieving gifted students*
- *Checklist for students from learning backgrounds other than English*
- *Self/peer nomination*
- *Student interest inventory/consensual assessment*
- Effective transition program
- Information at transition points

The above points of identification methods in italics are planned to be incorporate into the G&T program

Assessment

Assessment involves acquiring and interpreting information and making judgments about students and their learning. Assessment can be used for the identification of gifted students and for the monitoring of student learning.

As we move through our Strategic Management Plan for gifted students, our assessment and monitoring of students will incorporate the following:

- Be systematic across the school
- Provide for early identification
- Ensure that as many areas as possible of giftedness are identified
- Be ongoing and dynamic
- Allow for opportunities for gifted students to emerge
- Be inclusive of parent/guardian information and student's self and peer assessment

The assessment for identification is then used to determine appropriate educational provisions and programs for the identified gifted student.

Monitoring

Monitoring is the series of assessments done over a period of time and can be used to describe student learning. Monitoring allows for:

- Tracking and reporting of the identified students' learning whilst in a gifted program
- The periodical review of the placement
- The appropriateness of the provision and programs
- Transition into and out of gifted provisions requires appropriate consultation with classroom teacher, Curriculum Coordinator, Subject Coordinator and Gifted Education Coordinator.

Specific Provisions

A range of approaches and strategies in supporting Gifted and Talented students are currently used at the school, these include:

- Acceleration
- Curriculum differentiation
- Enrichment and extension
- Grouping structures
- Extra-curricular activities

We believe in implementing flexible provisions appropriate to students needs.

Staff Learning

The College supports teachers in developing expertise in the education of Gifted and Talented students and in delivering a differentiated curriculum. The College provides resources to ensure staff receive access to professional development by outside agencies, the mentoring of staff by a curriculum advisor in Gifted Education and access to professional reading material.

Parents and the Wider Community

The College will maintain contact with and encourage the continued communication with:

- Parents of Gifted and Talented students
- Gifted and Talented primary school students
- The Ashfield Council of Schools
- The Parents and Friends Group
- Expertise from the wider community

Evaluation

The Committee will evaluate the Gifted and Talented plan in the following ways:

- Review and evaluate the implementation of the Strategic Management Plan for Gifted and Talented students on a yearly basis.
- Regular consultation will take place with stakeholders and will be considered in the implementation of the Strategic Management Plan
- Feedback will be provided to stakeholders