CLANCY CATHOLIC COLLEGE

GIFTED & TALENTED POLICY

RATIONALE:

‘I have come that they may have life and have it to the full’
John 10:10

Clancy Catholic College supports the The Gifted Education Policy for systemic Catholic Schools in the Archdiocese of Sydney, which guides its teaching and learning community to value the unique gifts of it’s students. It is founded upon the Vision and Mission Statements and the Archbishop’s Charter for Catholic Schools.

The Clancy Catholic College Gifted Education Policy will endeavor to elevate teacher and student standards and shift provisions to programs. According to Gagne’s definitions and 2009 model, these students represent approximately ten percent of the student population in the College which calls for a differentiated response to the educational needs of these students.

DEFINITIONS

- **Giftedness** is the possession and use of untrained and spontaneously expressed outstanding natural abilities or aptitudes (called gifts), in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers. Domains include intellectual, creative, psychomotor and socio-emotional domains.

- **Talent** is the outstanding mastery of systematically developed performance (knowledge and skills) in at least one field of human activity to a degree that places the individual at least among the top 10% of learning peers.
Gagne’s Differentiated Model of Giftedness and Talent

GUIDING PRINCIPLES:

The Clancy Catholic College Community;

- Recognizes that giftedness is present in every culture and socio-economic context. We acknowledge that all learners have the right to receive an education that is responsive to the needs of our students via educationally appropriate provisions and programs to ensure curriculum equity. Since 2013, Clancy Catholic College has implemented and embraced the Newman Program at a whole-school level to cater for our identified gifted and talented students.

- Fosters a climate in which all students' gifts can be nurtured and shared. The College community has a responsibility to provide a range of opportunities for our gifted and talented students to be appropriately challenged to achieve their potential. Each student has the right to develop their potential through the provision of appropriate educational experiences in a caring and supportive school community, which will foster the social and emotional needs they may experience.

- Recognizes gifted students may be identified as twice or multi-exceptional. A disability or language barrier may mask their giftedness. Students may also be identified as requiring Aboriginal Torres Strait
Islander support. Appropriate provisions are implemented to ensure access to the curriculum is achieved and equity is maintained.

- Recognizes that assessment and reporting practices for gifted students must include formative and summative assessments that are integral to the learning process. Off-level testing, differentiated pre and post performance-based assessments, product-based assessments and standardized assessments are included in our assessment practices.

- Recognizes that our parent community is an integral part of the identification process and we will work in partnership with them to encourage and support the development of giftedness in their children.

- Acknowledges the following pedagogical practices that support the diverse learning needs of our gifted and talented students;
  - Differentiated curriculum strategies
  - Flexible grouping
  - Involvement in the Clancy University Project
  - Internal and external enrichment opportunities
  - Internal and external extension opportunities
  - Appropriate accelerative options
  - Subject-specific competitions

**POLICY:**

Responsive to the needs of gifted students, Clancy Catholic College has a responsibility to:

- Adopt the underlying principles of giftedness and talent based on Gagne’s Differentiated Model of Giftedness and Talent.

- Identify gifted and talented students within their community using a range of objective and subjective procedures and measures, including standardised tests from the Australian Council for Educational Research.

- Design differentiated educational programs, aligned to the BOSTES syllabus for the Australian Curriculum and the Australian Professional Standards for Teachers.

- Support the implementation of school-wide practices of data-informed flexible grouping options.

- Plan, implement, evaluate and make adjustments to appropriate accelerative options suited to our local context.

- Undertake regular evaluations of the Newman Programs and provisions related to these programs via annual compliance checks.

- Engage staff in ongoing, high quality professional learning opportunities in gifted education.

- Ensure collaborative and supportive home-school partnerships are fostered.

- Celebrate high achievement in all domains of giftedness.
Responsive to the needs of gifted students, teachers have the responsibility to:

- Apply the principles of giftedness and talent based on Gagne’s Differentiated Model of Giftedness and Talent.
- Understand the characteristics of gifted and talented students and contribute to the identification processes as outlined in the Sydney Catholic Schools and Clancy Catholic College guidelines.
- Use data from a range of sources to inform the design of differentiated educational programs, specifically for their Newman classes, and ensure they aligned with the BOSTES syllabus for the Australian Curriculum.
- Implement flexible grouping options to support classroom differentiation.
- Implement appropriate accelerative options as needed, in particular, encouraging appropriate Newman students to participate in the Clancy University Project.
- Understand and respond to the socio-emotional characteristics of gifted students, using Betts and Neihart’s Revised Profiles of the Gifted.
- Review and evaluate their educational programs to ensure they are informed by ongoing assessment data.
- Engage in ongoing professional learning opportunities in gifted education.
- Celebrate high achievement in all domains, including the Newman and Clancy University Symposia.
- Provide differentiated assessment options to reflect student achievement.