



Gifted Education Position Statement: Catholic Education Archdiocese of Brisbane

1. Introduction:

This position statement is intended to assist Principals and school communities in responding to the educational needs of students who are gifted and talented in our Archdiocesan community of schools.

Catholic schools cater for students who have a diverse range of personal characteristics and experiences. These characteristics and experiences may be attributable to physical, religious, cultural, personal health or wellbeing, intellectual, psychological, socio-economic or life experiences. This diverse range of personal characteristics and experiences enriches the communal life of schools. (QCEC: 2009)

Research indicates that approximately 10-15% of the population can be identified as gifted and talented in any of one or more domains according to Gagne's Differentiated Model of Giftedness and Talent (DMGT 2008).

2. Position Statement:

Our school and college communities have a responsibility to support the education for students who are gifted and talented. Whole school data informed planning should include the development of school-based processes and strategies that benefit students who are gifted and talented.

3. Definition:

Two widely accepted definitions of giftedness are those of Francoys Gagne and Dr Cathie Harrison.

Gagne's (2008) Differentiated Model of Giftedness and Talent (DMGT) distinguishes between giftedness and talent:

- Giftedness is the possession and use of outstanding natural abilities to a degree that places an individual at least among the top 10% of age peers in one or more of the following ability domains: intellectual, creative, social, perceptual and physical.
- Talent is the outstanding mastery of systematically developed abilities called competencies, knowledge and skills in at least one field of human performance which is at least in the top 10% of age peers in that domain.

A student can be gifted without being talented. The purpose of gifted education is to develop the student's potential into talented performance. Given the diversity of learners who are gifted, Gagne's model highlights those students who may also be underachieving or unidentified and the factors that influence talent development.

Harrison (2003) defines a gifted child as one:

- who performs or who has the ability to perform at a level significantly beyond his or her chronologically aged peers and whose unique abilities and characteristics require special provisions and social and emotional support from the family, community and educational context.

Gifted Education Position Statement: Catholic Education Archdiocese of Brisbane

4. Implications:

The provision for the education of students who are gifted and talented is underpinned by:

- Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008)
- The Shape of the Australian Curriculum (Version 4)
- Learning and Teaching Policy (2008)
- BCE Learning & Teaching Framework (2013) and BCE Model of Pedagogy
- BCE Strategic Renewal Framework (2012-2016)

The following strategies, developed by BCEO and school personnel, support the implementation of the Australian Curriculum and apply to the education of students who are gifted and talented.

- support school leaders to improve learning and teaching
- provision of professional learning to grow discipline and content pedagogical knowledge of teachers
- development of consistent practices through Consistency of Teacher Judgement processes.

The implications for this position statement require a response from Brisbane Catholic Education Office, school communities, school leadership, teachers, students and parents.

Brisbane Catholic Education Office:

- provision of professional learning
- support of school leaders
- resourcing.

School Communities:

- have processes in place to identify the diverse range of students who are gifted and talented
- develop collaborative home – school and community partnerships to support students who are gifted and talented
- provide a range of opportunities for students who are gifted and talented to realise their potential for outstanding achievement.

School Leadership:

- considers the needs of students who are gifted and talented in their whole school planning
- facilitates professional learning for staff of students who are gifted and talented

Staff

- Teachers plan and differentiate the curriculum for students who are gifted and talented (The Shape of the Australian Curriculum, Version 4.0; BCE Model of Pedagogy)
- are given opportunities to build and reflect on their capacity to meet the educational, assessment and social emotional wellbeing needs of students who are gifted and talented in consultation and collaboration with others, including students, parents, Consultants, Support Teachers: Inclusive Education, Guidance Counsellors, Education Officers and outside agencies.

Gifted Education Position Statement: Catholic Education Archdiocese of Brisbane

Students:

- are supported to become aware of their own giftedness and actively seek opportunities to develop themselves to realise their potential for outstanding achievement in their areas of interest.

Parents:

- support collaborative home – school partnerships for students who are gifted and talented
- seek activities and opportunities in the community for children who are gifted and talented.

Gifted Education Position Statement: Catholic Education Archdiocese of Brisbane

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