

POSITION STATEMENT

Gifted and Talented Education

1. PURPOSE

The purpose of this position statement is to assist Principals and school communities in responding to the educational needs of high potential (gifted and talented) students in our Brisbane Catholic Education (BCE) community of schools.

2. STATEMENT

BCE schools cater for students who have a diverse range of personal characteristics and experiences. These characteristics and experiences may be attributed to physical, religious, cultural, personal health or well-being, intellectual, psychological, socio-economic or life experiences. This diverse range of personal characteristics and experiences enriches the communal life of schools (QCEC, 2019).

Gifted and talented students are entitled to rigorous, relevant, and engaging learning opportunities drawn from the Australian curriculum (P-10), Brisbane Archdiocesan Religion Curriculum (P-12), the QCE (Years 11-12), and aligned with their individual learning needs, strengths, interests, and goals (ACARA, 2016a).

BCE implements processes recommended by ACARA (ACARA, 2016a). Whole school data-informed planning should include the development of school-based processes and strategies that benefit students who are gifted and talented.

A widely accepted definition of giftedness is Gagne's Differentiated Model of Giftedness and Talent (Gagne, 2012), which distinguishes between giftedness and talent, where 'giftedness' is understood as outstanding potential and 'talent' as outstanding performance:

- giftedness is the possession and use of outstanding natural abilities to a degree that places an individual among the top 10% of age peers in one or more of the following 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 act as a catalyst to transform potential into achievement and progress. This involves an appropriate (differentiated) teaching response. 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.

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

- Alice Springs (Mparntwe) Education Declaration (Education Council, 2019)
- The Shape of the Australian Curriculum (ACARA, 2016b)
- BCE Learning and Teaching Framework (BCE, 2013)
- BCE Model of Pedagogy (BCE, 2018)
- BCE Strategic Plan 2021-2025 (BCE, 2021).

Bibliography

Australian Curriculum Assessment and Reporting Authority. 2016a. Student Diversity and the Australian Curriculum Gifted and Talented students (version 4).

<https://www.australiancurriculum.edu.au/resources/student-diversity/gifted-and-talented-students/>

Australian Curriculum, Assessment and Reporting Authority (ACARA). 2016b. The Shape of the Australian Curriculum (version 4).

https://docs.acara.edu.au/resources/The_Shape_of_the_Australian_Curriculum_v4_file.pdf

BCE. 2013. Learning and Teaching Framework. (Available on Spire).

BCE. 2018. Model of Pedagogy. (Available on Spire).

BCE. 2021. Strategic Plan 2021-2025. (Available on Spire).

Centre for Education Statistics and Evaluation. 2019. Revisiting Gifted Education. NSW Department of Education.

Education Council. 2019. Alice Springs (Mparntwe) Education Declaration.

<https://www.dese.gov.au/uncategorised/resources/alice-springs-mparntwe-education-declaration>

Gagne, F. 2012. Differentiated Model of Giftedness and Talent.

https://docs.wixstatic.com/ugd/b64a15_d990e509038044d6a59b648bb9e2c472.pdf

Ministerial Council on Education, Employment, Training and Youth Affairs. 2008. Melbourne Declaration on Educational Goals for Young Australian.

<https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/nrosia2009/national-policy-context/educational-goals>

Queensland Catholic Education Commission (QCEC). 2019. Inclusive Practices in Catholic Schools in Queensland: A Position Statement of the Queensland Catholic Education Commission.

<https://qcec.catholic.edu.au/wp-content/uploads/2019/09/20190819-Amended-IP-Position-Statement.pdf>