

GUIDELINE: Gifted Education & OLOL Aspire Program



1. PURPOSE

1.1 Introduction

Our Lady of Lourdes, Sunnybank is a Catholic school in the Archdiocese of Brisbane and so acknowledges and provides for its gifted students in order that they are understand and engage successfully with others while being lifelong, independent faith-filled learners

1.2 Rationale

At Our Lady of Lourdes, we acknowledge our responsibility to support the education of our students who are gifted in one or more areas. Our school-based processes including these guidelines will assist the targeted education of these students. We offer diverse learning experiences through providing a nurturing learning environment and by developing and maintaining positive school-home relationships we create an inclusive community.

1.3 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.

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Our Lady of Lourdes APIRE Program

At Our Lady of Lourdes, it is our *responsibility to INSPIRE hope, SPARK the imagination, IGNITE the passion and FUEL a love of learning*".

Our Lady of Lourdes has highly capable students, with a genuine thirst for academic and personal development. Following Fancoys Gagne's (2008) Differentiated Model of Giftedness and Talent, we see our students as having the potential to transform their gifts and strengths across a variety of domains into life-long talents. We see that the APIRE program can play a key role in sparking the interest and passion that makes it possible.

Research of successful leaders has shown that many attribute their success to people that took an interest in them and gave them the spark that IGNITED their interest and supported their strengths. The goal of the OLOL APIRE programs and deliberate individualised extension opportunities is to allow students to:

- Develop skills and knowledge in a specific field that is even broader than the school's core curriculum - a level of challenge which matches the needs of the students
- Maintain an excitement in school and learning - high order thinking skills and problem-solving strategies that are explicitly taught
- Foster a school climate that accepts and supports academic pursuits - including differentiated year level learning
- Develop positive social groups based around the additional interests that are provided
- Experience success and recognition of success in a school-related program.

2. IMPLICATIONS

It is the responsibility of various members at Our Lady of Lourdes to fulfil our commitment to the education of gifted children.

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 Plan (2017-2020)

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2.1 School Communities:

- provide clear processes for identification of children who are gifted and talented
- create collaborative partnerships between school and home
- provide a range of opportunities for students who are gifted and talented to realise their potential for outstanding achievement.

2.2 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

2.3 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, Learning Enhancement Teacher, Consultants, Support Teacher: Inclusive Education, Guidance Counsellor, Education Officers and outside agencies.

2.4 Students:

- Are supported to recognise their giftedness and talents
- Encouraged to seek opportunities to develop their own abilities and skills

2.5 Parents/Caregivers:

- 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.

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3. ROLES AND RESPONSIBILITIES

Role	Role Holders	Responsibilities
Teachers	Classroom teachers, Primary Learning Leader (PLL), Learning Enhancement Teacher (LET), Support Teacher: Inclusive Education (STIE)	<ul style="list-style-type: none"> • Class teachers to differentiate learning within classroom • Teachers in consultation with parents take responsibility for the identification process – led by the Learning Enhancement Teacher • Teachers collaborate with support team (PLL, STIE, LET) to differentiate activities within the classroom to address all learners' needs • Teachers are provided with opportunities to reflect on their ability to meet the needs of learners who are high achievers
Learning Enhancement Teacher		<ul style="list-style-type: none"> • Profiling – lead and follow process for identification of students who are likely to be gifted • Participate in professional learning on Gifted Education • Participate in networking and develop partnerships in the wider community and with families • Seek out opportunities external to the school program for students to participate • Record and keep documentation around the process for identification
Support Team	LET, STIE, PLL, GC, member of Leadership	<ul style="list-style-type: none"> • Monitor and evaluate process for identification of likely gifted students • Approve a plan of action for each identified student in the school
Leadership Team	Principal, Assistant Principal (AP), Assistant Principal: Religious Education (AP:RE),	<ul style="list-style-type: none"> • Take into consideration students who are likely gifted when completing whole school planning

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	Primary Learning Leader (PLL)	<ul style="list-style-type: none"> Provide staff with opportunities for professional learning regarding gifted children
Family	Parents/ Caregivers	<ul style="list-style-type: none"> Support students to participate in opportunities offered to them through the process of nomination by the Learning Enhancement Teacher

4. IDENTIFICATION PROCESS

Gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals.

(Australian Curriculum, Assessment and Reporting Authority: 2013, p19).

Step	Role Responsible	Action
1	Learning Enhancement Teacher	<ul style="list-style-type: none"> Triangulate the data to identify students with a Stanine 9 Data used includes NAPLAN, Pat-R, Pat-M Administration file (medical, vision & hearing) Previous years' results - SRS
2	Teacher Learning Enhancement Teacher	<ul style="list-style-type: none"> LET consults with the teacher, identify student's area of strength/s Concerns for learning identified Review strategies/approaches in place in the classroom
3	Learning Enhancement Teacher Teacher Parents	<ul style="list-style-type: none"> Organise meeting with parents/caregivers to discuss assessment process and identified strengths of students
4	Learning Enhancement Teacher	<ul style="list-style-type: none"> Implement assessments with students Assessments include AGAT and KBIT-2 to provide a solid indication of the likelihood of the student being gifted

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		<ul style="list-style-type: none"> Organise and read reports
5	Learning Enhancement Teacher Teacher	<ul style="list-style-type: none"> Feedback report/ results to teacher Create an action plan (ILP) deciding whether student is involved in Aspire or will continue to be monitored for a possible review of the process Include roles and responsibilities in action plan Identify specific learning goals for student – option to use Pat-M/Pat-R for the year above to identify gaps in the learning and create goals
6	Learning Enhancement Teacher Teacher Parents	<ul style="list-style-type: none"> Provide report/ results from assessment Share action plan with parents May recommend psychologist report (if possibility of acceleration)
7	Teacher Learning Enhancement Teacher	<ul style="list-style-type: none"> Collaborate to continue to plan for identified students in the classroom LET keeps teachers informed of individualised learning All documentation to be uploaded to the Portal in Learning Enhancement Folder Set a review date (if necessary)
8	May include: Teacher Parents LET, STIE, PLL Leadership	<p>If a review is required:</p> <ul style="list-style-type: none"> Recommend additional data gathering Possible consultation with Brisbane Catholic personnel
If required - 9	Acceleration or Promotion of students Parents Teachers PLL, LET, STIE, LET team	<ul style="list-style-type: none"> Teacher to complete Nomination of a Student for Acceleration form Follow steps 1-8 of Identification Process Should acceleration be nominated as a way forward, the new plan for the student created at this meeting will specifically plan for the student's acceleration.

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		<ul style="list-style-type: none">• Set goals, strategies and how the plan will be reviewed – with a review date• The final decision to retain or accelerate a student will be made in the best interest of the student and in full consultation with parents. The final decision will rest with the Principal.
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5. REVIEW PROCESS

These Learning Enhancement Guidelines will be reviewed by the Support Team. Review will occur annually.

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Appendix A

Data Collection Methods

Observations: Class Teacher, Learning Enhancement Teacher, Support Teacher: Inclusive Education, Guidance Counsellor

Folios: samples of work

Individual Learning Plan: from previous years

Standardised Assessments: SRS (report card), Reading data/reading goals, BI data: Pat-Maths, Pat-Reading (Comprehension), NAPLAN

Questionnaires: Student interest inventory, Saylor (parent questionnaire)

Screeners: AGAT (general ability test), KBIT-2 (brief intelligence assessment)

Reports: medical specialists, Occupational Therapist, Speech Language Therapist

Pyschologist Assessment: Cognitive – eg WISC, Achievement Tests – Torch, Waddington, Westwood Spelling

IOWA Acceleration Scale

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Appendix B

Methods for Differentiation

Individual	Class	School	Community
Learning contracts	Streaming/ability groups	Chess Club	BRAINways – Days of Excellence
Independent projects	Learning contracts/independent learning activities	Instrumental lessons	GATEWAYS – Eureka
Self-paced investigations	Higher-order thinking	Mentoring programs	GATEWAYS – Festival
	Use of variation for presentation e.g. instead of PowerPoint use Prezi, create a blog, program an animation eg: Scratch		Library workshops (BCC)
			Holidays camps – BRAINways
			Coding Camps
			Queensland Gifted and Talented Association student workshops (e.g. Churchie or AB Patterson College).
			Public Clubs