

GUIDELINES



Catholic
Education
Commission
Tasmania

Gifted and Talented Education Guidelines

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1 AUTHORITY AND APPLICATION

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| Date of approval | 24 August 2021 |
| Source of approval | Catholic Education Commission Tasmania |
| Start date | 11 November 2021 |
| Date of review | August 2024 |
| Date of amendments | N/A |
| Previous guidelines replaced by this guideline | Gifted Education Guidelines |

SIGNED:



Chair of the CECT

DATE:

9 November 2021

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2 RELATED DOCUMENTS

This Guideline should be considered in conjunction with the following related documents:

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| Policies and Procedures | <ul style="list-style-type: none">• CECT Equity Policy• CECT Pastoral Care Policy• CECT Narrative Reporting Guidelines• TCEO Gifted Education Support Resource• CECT Learning Plans Guidelines• CECT Early Entry to Kindergarten and Prep Procedure• CECT Whole Year Acceleration Procedure |
| Applicable Laws | All laws in connection with the carrying out of work or the Workplace including: <ul style="list-style-type: none">• <i>Ministerial Instruction No 15 Early Entry to School</i> |

3 PURPOSE

The purpose of the Catholic Education Commission Tasmania Gifted and Talented Education Guidelines is to ensure a system-wide approach in Catholic Education Tasmania schools, and to facilitate the development of quality educational programs to meet the diverse needs of gifted and talented students.

Quality Gifted and Talented Education is evident in:

- the development of quality differentiated learning programs
- the development and implementation of student learning plans
- the establishment of a flexible and responsive learning environment.

4 DEFINITIONS

For the purposes of this guideline:

- **Archdiocesan Schools** – Catholic schools owned and operated by the Roman Catholic Church Trust Corporation of the Archdiocese of Hobart.
- **CECT** means the Catholic Education Commission Tasmania.

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- **Catholic Education Tasmania (CET)** means Catholic Education Commission Tasmania (CECT) controlled workplaces including the Tasmanian Catholic Education Office (TCEO), Archdiocesan Schools and adjunct business undertakings such as child care operations, as well as Dominic College Glenorchy Limited and Ministerial Public Juridic Person (MPJP) Schools operating in Tasmania.
- **Giftedness** is the possession of natural abilities or aptitudes at levels significantly beyond what might be expected for one's age in one or more of the following domains: intellectual, creative, social, perceptual and physical (Australian Curriculum, Assessment and Reporting Authority (ACARA), 2021; Gagné, 2020).
- **Ministerial Public Juridic Person (MPJP)** – A Ministerial Public Juridic Person is an entity that has been established by a Catholic Religious Institute or Congregation. Edmund Rice Education Australia (EREA) has been established as a MPJP by the Congregation of Christian Brothers to carry out their mission. St Francis Flexible Learning Centre and St Virgil's College are owned and operated by EREA within the Archdiocese of Hobart.
- **Dominic College Glenorchy Limited** – own and operate Dominic College within the Archdiocese of Hobart.
- **Talent** is the possession of skills or competencies distinctly above average in one or more areas of human performance. (Gagné, 2020).
- **TCEO** is the Tasmanian Catholic Education Office.
- **Twice-Exceptional**, or Gifted Learners with Disability (GLD), refers to students who are gifted (with the potential for high achievement), and have evidence of one or more disabilities. These disabilities can include: specific learning disorders (SLD), speech and language disorders, emotional/behavioural disorders, physical disabilities, autism spectrum disorder (ASD) or attention deficit hyperactivity disorder (ADHD).

5 RATIONALE

Giftedness and talent are defined separately in this guideline in alignment with François Gagné's Differentiating Model of Giftedness and Talent (DMGT) (see appendix). Catholic Education Tasmania ascribes to the DMGT as it provides researched-based, distinct definitions for giftedness and talent linked directly to learning and teaching. As outlined in the DMGT (2020), the emergence of talent from giftedness involves a complex developmental process, including

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a variety of teaching and learning opportunities and programs. (Catholic Education Melbourne, 2019).

The DMGT (2020) outlines how students can be:

- gifted but not talented
- talented but not gifted
- gifted and talented

6 COVERAGE

This guideline covers and applies to CECT, CET Archdiocesan Schools, Dominic College, EREA Schools (St Francis Flexible Learning Centre and St Virgil's College) and the TCEO.

7 OBLIGATIONS AND ACCOUNTABILITIES

Tasmanian Catholic Education Office will:

- develop current and relevant guidelines and procedures relating to the education of gifted and talented students.
- provide Education Officer support and guide the development of gifted and talented education programs and initiatives, professional learning opportunities and resources.
- assist schools to develop and implement processes to identify gifted and talented students.

Schools will:

- facilitate a whole school culture that values diversity, strives for excellence and celebrates success in all areas.
- implement a process to identify gifted and talented students and make appropriate provision for these students in their schools, including acceleration procedures and early entry into Kindergarten.
- establish processes and systems that promote the development of student learning plans and adjusted educational programs.
- promote the utilisation of a variety of pedagogical approaches appropriate to student needs.

Teachers will:

- adjust the learning environment and curriculum where required to meet the needs of gifted and talented students.

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- actively engage in appropriate professional learning opportunities, including online learning.
- facilitate a classroom culture that has high expectations for all students and strives for excellence.
- develop and implement learning plans for individual students as required.
- seek and apply a variety of pedagogical approaches that support and promote student learning.

8 GENERAL PRINCIPLES

The following principles inform these guidelines:

- It is an expectation that all schools will create a culture of excellence that enables all students to flourish (Alice Springs (Mparntwe) Declaration, 2019).
- Giftedness is a natural ability that may not be reflected in achievement (ACARA, 2021). Reasons why giftedness may not transform into talent include: disengagement with schooling due to a lack of appropriate learning opportunities, environmental factors and/or intrapersonal factors. (Gagné, 2020).
- 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 (ACARA, 2021).
- Gifted and talented students may also have a disability (twice-exceptional/GLD) and/or English as an additional language or dialect (ACARA, 2021).
- Effective adjustments for gifted and talented students stem from effective and ongoing assessment of student need (ACARA, 2021).
- Gifted and talented students who require adjustments to one aspect of their learning may not require the same, or any, adjustment to another (ACARA, 2021).
- It is the responsibility of all teachers to meet the Australian Professional Standards (Australian Institute for Teaching and School Leadership [AITSL], 2017).

9 REFERENCES

Australian Curriculum Assessment and Reporting Authority (2021), *Student Diversity: Meeting the needs of Gifted and Talented Students*,
<https://www.australiancurriculum.edu.au/resources/student-diversity/meeting-the-needs-of-gifted-and-talented-students>

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Australian Institute for Teaching and School Leadership (2017), *Australian Professional Standards for Teachers*, <https://www.aitsl.edu.au/teach/standards>

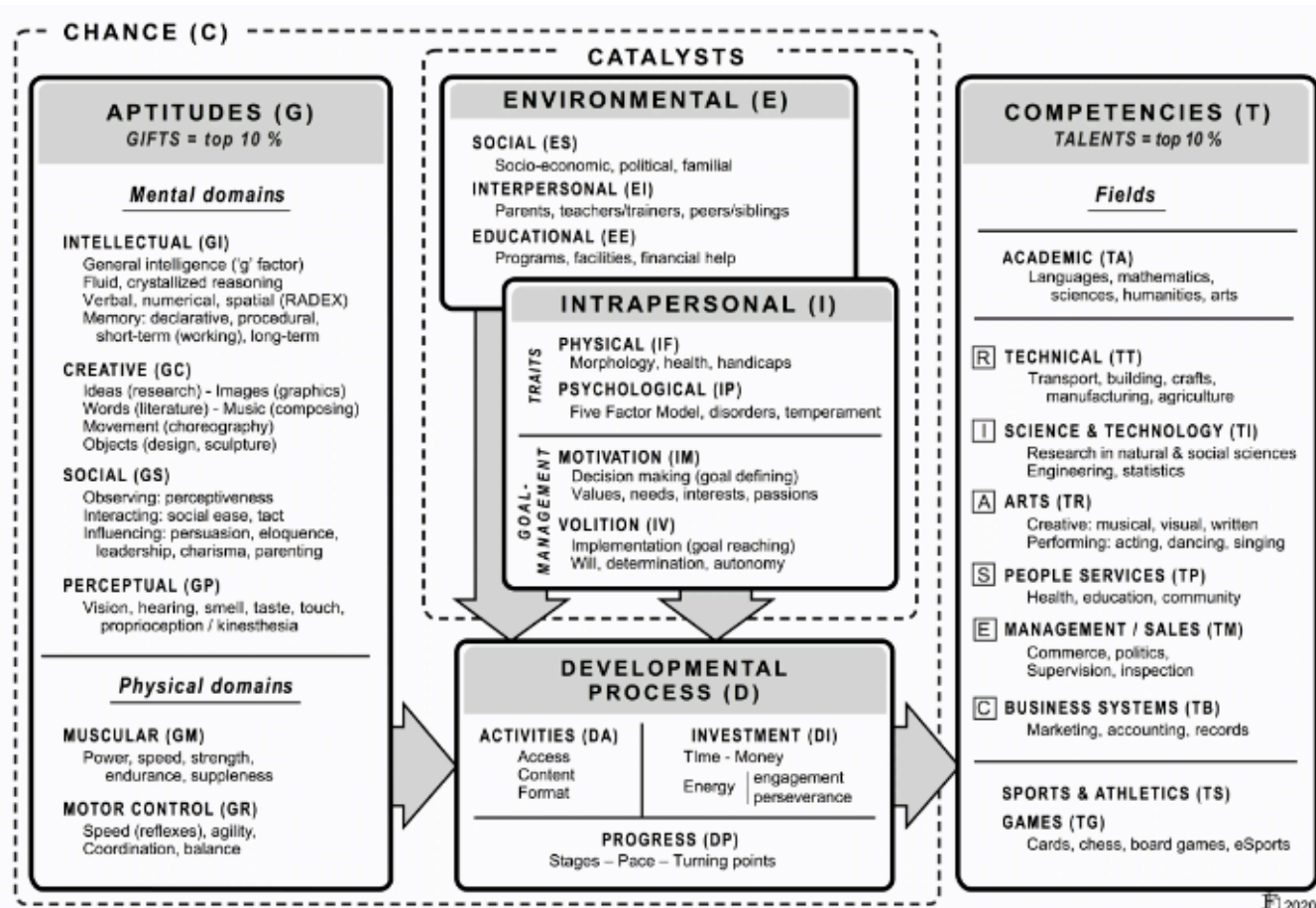
Catholic Education Melbourne (2019), *Gifted and Talented Students: A Resource Guide for Teachers in Victorian Catholic Schools*, <https://www.macs.vic.edu.au/Our-Schools/Students-with-Diverse-Learning-Needs/Gifted-Education.aspx>

Education Council (2019), *Alice Springs (Mparntwe) Declaration*, <https://www.dese.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration>

Gagne, F (2020), *Differentiating Giftedness from Talent: The DMGT Perspective on Talent Development*, Routledge, New York.

10 APPENDIX

The Differentiating Model of Giftedness and Talent (Gagné 2020).



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