



GIFTED AND TALENTED POLICY

Rationale

The student is at the heart of the College Mission Charter. A student's entitlement to a broad and balanced curriculum and all round educational experience that supports their particular needs so that they are enabled to live purposefully and with enjoyment in society is expressed within the Mission Charter. Furthermore, an explicit aim of the Mission Charter is that Aquinas College promotes learning as a lifelong experience. Learning is valued and celebrated. All the activities of the College are designed to give students the opportunity to work to their full potential. We prepare students to contribute to a rewarding and sustainable future. This policy supports our commitment to the pursuit of excellence in all aspects of College life.

The purpose of this policy is to outline for the College the principles and practices required for the identification and support of gifted and talented pupils.

This policy document recognises the existence of students in our school who by virtue of outstanding talent or ability have the potential to navigate the curriculum earlier, faster and/or differently to their same age peers and, as a result, may require a differentiated curriculum in some or all areas of study to maximise their learning outcomes (Pohl, 2012).

We recognise that wherever possible, the needs of gifted learners should be met within the context of the normal classroom with gifted students working alongside their same age peers most of the time. (Pohl, 2012). Within this context, opportunities should be provided to allow gifted students to work with students of similar ability where possible.

We also recognise that, for some gifted students, provisions beyond that offered within the regular classroom setting will be required and the Gifted and Talented Policy and Procedures provides an appropriate range of options for measures beyond the regular classroom settings (Pohl, 2012).

The operation of this policy should be viewed in the context of the existing systems for assessing and addressing the needs of all students, through the internal College monitoring procedures, and the range of curricular and extra-curricular activities already provided; which also includes the needs of those students having Special Educational Needs.

Aims

- To support the College's commitment to the pursuit of academic excellence by providing for students a comprehensive and flexible curriculum that caters for gifted students.
- To maximise the VCE potential of gifted students.
- To recognise that gifted students have particular needs that must be met as a matter of justice.
- To develop an increased range of teaching and learning strategies for gifted students.
- To encourage the development of talent.
- To identify and support gifted and talented students who are not making appropriate use of their abilities.
- To work in partnership with parents/carers of gifted students.
- To encourage gifted and talented students to have a positive attitude to their talent and take a more active and independent role in developing their talent.

Definition

This policy adopts definitions of giftedness and talent based on Gagné's (2008) Differentiated Model of Giftedness and Talent (DMGT 2.0).

Gagné defines giftedness as the possession of natural abilities or aptitudes at levels significantly beyond what might be expected for one's age, in any domain of human ability. While giftedness equates with high ability, talent equates with high achievement. Gagné defines talent as achievement or performance at a level significantly beyond what might be expected at a given age.

This may be in one or more of the following areas:

- general intellectual ability or talent;
- specific academic aptitude or talent;
- visual and performing arts and sports;
- leadership ability;
- creative and productive thinking;
- mechanical ingenuity; and/or
- special abilities in empathy, understanding and negotiation.