



# Gifted Education Procedure

## Purpose

This procedure informs the Gifted Education K-12 Policy.

## Scope

This procedure applies to all Catholic school communities within the Diocese of Maitland-Newcastle.

## Step by Step

The following information sets out how stakeholders develop and provide appropriate learning opportunities for gifted students.

### CATHOLIC SCHOOLS OFFICE

The CSO supports and guides the development and implementation of gifted education programs and initiatives, professional learning opportunities and resources by:

- providing the strategic direction and framework for gifted education within its overall philosophy of learning for schools;
- providing resources for professional learning opportunities including funds to support the release of school gifted education contact persons; and,
- facilitating professional learning opportunities.

In consultation with members of the Teaching and Learning Team, Head of Service Teaching and Learning, Assistant Directors and other relevant personnel including the L 6(n)-42(t)TETQ0(c)-3(a)-3(4(o)4(n)-3( c)-3



## SCHOOLS

1. *Plan and embed a sustainable whole-school approach to gifted education within the school's overall philosophy of learning*
  - A goal for gifted education to be included in each school's strategic plan.
  - Each school will have a designated contact person responsible for the promotion and dissemination of information and/or the facilitation of programs and professional learning in the area of gifted education.
  - Each school will have a gifted education committee consisting of at least one executive member and the designated school gifted education contact person.
2. *Plan and deliver a flexible curriculum that meets and furthers student learning needs*
  - Schools identify the pathways that meet the learning needs of gifted students that could include creative timetabling, acceleration, curriculum compacting and contemporary research-based pedagogies.
3. *Implement a continuous process of identification of gifted students in consultation with relevant CSO and other personnel*
  - Schools implement identification processes that are early, ongoing and inclusive. It is important to ensure that students from disadvantaged and minority groups are not overlooked and that identification processes are based on a multiple-criteria approach.
  - With the support of CSO personnel, schools will follow the suggested process of identification of gifted students (see Gifted Education Identification Overview).
4. *Develop well-planned and articulated programs utilising a variety of pedagogical approaches appropriate to student needs*
  - Schools plan, implement, regularly evaluate and make adjustments to education programs.
  - Use student profile



## GIFTED LEARNER IDENTIFICATION FLOWCHART

## Glossary

Allowing gifted learners access to curriculum content and skills that are beyond requirements appropriate for their age level (NESA guidelines). It is an educational intervention based on progress through an educational program at rates faster or at ages younger than typical and is ideally suited to academically gifted students who have an enhanced capacity to learn. Acceleration practices provide the appropriate level of challenge and reduce the time necessary for students to complete traditional schooling (NAGC, Position Paper, 1992; Assouline, Colangelo, & Gross, 2004). Refer to MNCSO Acceleration Guidelines 2019.

A way of organising curriculum by using overarching abstract ideas (concepts) as conceptual lenses through which to study or frame the key skills and content related to a discipline or group of integrated disciplines.

An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the stu



