



TASMANIAN
CATHOLIC
education office

Gifted Education Guidelines

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Rationale

“The Catholic School is committed to educate the whole person founded on the conviction that human beings have a transcendent destiny and that education of the whole person must form the spiritual, intellectual, physical, psychological, social, moral aesthetic and religious capacities of each child.” (*The Archbishop’s Charter for Catholic Schools, 2016.*)

Purpose

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

Quality Gifted Education is evident in:

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

Definitions

Giftedness is the possession of natural abilities or aptitudes at levels significantly beyond what might be expected for one’s age in the following domains: intellectual, creative, social and physical (DEST, 2013; ACARA, 2017).

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 (Melbourne Declaration, 2008).
- 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 2017).
- Gifted and talented students may also have a disability and/or English as an additional language or dialect. In such cases, adjustments should be developed that address all aspects of their learning.
- Effective adjustments for gifted and talented students stem from effective and ongoing assessment of student need (ACARA 2017).
- Gifted and talented students who require adjustments to one aspect of their learning may not require the same, or any, adjustment to another (ACARA 2017).
- It is the responsibility of all teachers to meet the Australian Professional Standards (AITSL).

Roles

Tasmanian Catholic Education Office will:

- develop current and relevant guidelines relating to the education of gifted students.
- provide an Education Officer to support and guide the development of gifted education programs and initiatives, professional learning opportunities and resources.

- assist schools to develop and implement processes to identify gifted 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 students and make appropriate provision for gifted 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 highly adjusted educational programs.
- promote the utilisation of a variety of pedagogical approaches appropriate to student needs.

Teachers will:

- make adjustments to the learning environment and curriculum to meet the needs of gifted students.
- actively engage in 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 and student learning.

Related Documents:

TCEC Equity Policy

TCEC Pastoral Care Policy

TCEC Narrative Reporting Guidelines

TCEO Gifted Education Support Resource

TCEC Individual Education Plan Guidelines

Authorised by: TCEO Leadership Team

Position of authorising person: TCEO Director

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Developed by: TCEO Student Support Service

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