



# MacKillop College

## Policy: Gifted and Talented

### Introduction

As a Catholic school, MacKillop College provides a curriculum and pastoral care environment underpinned by Gospel values that support students in reaching their potential. The Julian Tenison Woods Program responds to the needs of gifted and talented students.

François Gagné's *Differentiated Model of Giftedness and Talent* acknowledges exceptionality across a range of domains and specific strengths within such *domains*, as well as performance in specific fields of endeavour. The model outlines distinctions between giftedness and talent:

**Giftedness** designates the possession and use of outstanding *natural* abilities, called aptitudes, in at least one ability domain, to a degree that places an individual among the top 10% of age peers at a minimum.

**Talent** designates the outstanding mastery of *systematically developed* abilities, called competencies (knowledge and skills), in at least one *field* of human activity, to a degree that places an individual among the top 10% of age peers who are or have been active in that field at a minimum (Building Gifts into Talent: Brief overview of the DMGT 2.0, 2008).

### Principles

The Julian Tenison Woods Program is designed to:

- identify gifted and talented students in the varied curricular domains and areas of school life and extracurricular activities
- use research-based approaches to provide gifted and talented students with an appropriate level of curricular challenge to support them in reaching their potential
- provide cross-curricular projects and activities that allow gifted and talented students to recognise the connections between disciplines and their range of abilities.

### Objectives

MacKillop College aims to:

- create a pastoral care environment where gifted and talented students encounter intellectual peers and like-minded students
- provide programming interventions within the Julian Tenison Woods Program to support gifted and talented students to reach their potential.

### Implementation

#### i) Principal commitment

The Principal is responsible for ensuring that the objectives of this policy are integrated into practice.

## **ii) Staff commitment**

Staff are expected to:

- engage with contemporary pedagogical approaches in order to support gifted and talented learners
- continually seek to improve their practices by attending professional development in the area of gifted and talented development
- differentiate the curriculum by appropriately formalising the documentation of the units and tasks.

*This policy works in conjunction with the following documents:*

- Student Achievement and Promotion Policy
- Learning Diversity Policy
- Melbourne Declaration of Education Goals (MCEECDYA, 2008)
- Building Gifts into Talent: Brief overview of the DMGT 2.0, 2008
- Gifted and Talented Students - a resource guide for teachers in Victorian Catholic Schools, 2019
- Parliament of Victoria – Inquiry into the education of gifted and talented students, 2012

Rory Kennedy  
(Principal)

Date: 2020

## Telescope Exiting Procedure

The following procedure is exclusive to the Telescope Program.

### Procedure

1. Student and/or parent raises concern about student's placement in the Telescope program to the Gifted and Talented leader
2. A meeting is organised with the student, parent, homeroom teacher and Gifted and Talented Leader to discuss the concerns raised
3. Following the meeting:
  - Student to meet with the school psychologist to discuss the concerns
    - If there is a concern about the students' mental health a referral will be made to the school counsellors
  - Parents make a formal request for their child to leave the program
    - A detailed letter/email explaining their reasoning for wanting to leave the program.
4. Gifted and Talented Leader to meet with leadership (a Deputy Principal) and discuss the request, informed by the information from the initial meeting, recommendations from the counsellor/psychologist, and formal letter/form provided by parents
5. Gifted and Talented Leader to inform the student and parent of the decision

### General guidelines

6. It is recommended that students exit the Telescope class at the end of a semester, except if:
  - There are significant mental health concerns
  - There are significant behavioural issues that disrupt the learning of the other students in the class
7. It is recommended that requests to leave the program occur at least one month before the end of a semester
8. It will be highly recommended by the Gifted and Talented Leader that the student remain in the program with the support of the school psychologist or counsellor, however, if it is deemed that there is significant risk to the student's mental health by staying in the program, the student can exit immediately