

Rationale & Purpose

Northside Christian College seeks to see each child developed holistically to reach their full God-given potential and to live out 'the wonder of learning'. The INSPIRE program seeks to help students, their teachers and their families to understand themselves as learners and to strategically develop their gifts into talented outcomes in order to make a unique, service-oriented contribution to their world: "releasing potential to transform our world".

Definitions

Gagne's definitions of giftedness and talent are the foundation for understanding our target student population:

- ✓ Gifted: **potential** distinctively above average in one or more of the domains of human ability such as intellectual, creative, social and physical.
- ✓ Talented: **skills** distinctively above average in one or more areas of human ability.

Giftedness can emerge over time and can also be masked by twice exceptionality and other factors, and underachievement is common amongst gifted individuals.



Stakeholders – Provisions and Relationships

Students: Development of the highly able individual (based on Gagne's DMGT)

1. Specialist Intervention:

- ✓ Individual learning plans (ILPs) for students of identified high ability
- ✓ Specialist withdrawal classes (STEAM, Global Thinking, Leadership & Communication)

2. Mentoring:

- ✓ Competition-specific mentoring for inquiry competitions
- ✓ Staff/student mentoring for each VCE/VCAL student
- ✓ Scholarships/careers/pathways mentoring and application assistance

3. Enrichment Opportunities:

- ✓ Global thinking: philosophy conferences and breakfasts, Model UN conferences
- ✓ STEM workshops and activities (Lego, robotics)
- ✓ Literature: book clubs, creative writing

4. Student Leadership Development:

- ✓ Passion Projects
- ✓ Senior student leadership
- ✓ Development and training

5. 21st Century Skills Development Competitions:

- ✓ Future Problem Solving Program
- ✓ Debating & Public Speaking
- ✓ Maths Olympiads/CAT/BEBRAS
- ✓ Maths Talent Quest & Science Talent Search
- ✓ OzCLO
- ✓ DaVinci Decathlon

Staff: Professional development and support

- ✓ Consultation: students on ILPs, withdrawal classes, differentiation and enrichment strategies within mixed ability classrooms (Maker Model: content, process, product, environment),
- ✓ Collaboration: Student Wellbeing department and external health care providers
- ✓ Professional learning: delivery of PL for staff, reading recommendations, external PL opportunities

Parents: Positive home-school partnerships

- ✓ Consultation: student support group meetings, ILPs
- ✓ Open door philosophy: collaboration and consultation with stakeholders, including parents and external care providers
- ✓ Parent education seminars

Community

- ✓ Student-led service initiatives (Passion Projects, Senior student leadership)
- ✓ Student voice through community publications & events (VAGTC Vision magazine, Stories of the Gifted)

Identification – Selection Protocols

Identification of highly able students combines data collected through both standardised testing and characteristics checklists: achievement and ability testing (Academic Assessment Services); intellectual, social and emotional characteristics of highly able students (Linda Silverman) as identified by teachers and parents, recognising gifted underachievers as a potentially significant part of the student population:

- ✓ Specialist intervention – ILPs: students achieving in the top 3% of their cohort and show superior reasoning ability using AAS testing, or identified through teacher observation and checklists,
- ✓ Specialist intervention - withdrawal classes: students achieving in the top 10% of their cohort in any subject area, or identified through teacher observation and checklists
- ✓ Inquiry competitions, student leadership development, enrichment opportunities: self selection, based on student interest and task commitment + teacher recommendation + parental suggestion
- ✓ Mentoring: available to all students involved in inquiry competitions, Passion Projects and Senior School

Many opportunities are open provisions for which any student may self-select

Outcomes

What we seek to develop in our students as we journey with them:

- ✓ Life-long learners who never stop exploring the wonder of learning
- ✓ Critical and creative thinkers who can solve problems
- ✓ Self-actualised individuals
- ✓ Servant-hearted leaders: using gifts to serve and give back to our communities
- ✓ Wisdom and humility
- ✓ Resilience and growth: grit, growth mindset



Key Theorists

Francys Gagne: Differentiated Model for Giftedness and Talent
 June Maker: Model for Differentiation
 Joseph Renzulli: Schoolwide Enrichment Model, Three Ring Model
 Linda Silverman: Characteristics of Giftedness
 Robert Sternberg: Active Concerned Citizenship and Ethical Leadership Model, Triarchic Model