

WorldTalentWeb

Newsletter of the World Giftedness Center



The idea of the World Giftedness Center (**WGC**) to initiate a newsletter emerged from the strategic goal of Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance to excel education

in general and gifted and talented education in particular. One way of enhancing gifted and talented education is the dissemination of ideas, strategies, information and models of best practice through a newsletter to teachers, parents, students and the public all over the world to keep them informed and up to date with all developments in this area. The WGC's "WorldTalentWeb - newsletter" will collect all kinds of innovative initiatives and ideas of best practice from researchers, educators, teachers and practitioners and make them available for everybody interested in gifted and talented education all over the globe.

The materials can be accessed through the WGC's website or by email. All interested people in the WorldTalentWeb newsletter may choose either to receive the newsletter by email or just to be notified by email whenever a new version of the newsletter is issued and posted online on the WGC's website.



WORLD GIFTEDNESS CENTER

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WorldTalentWeb

Editorial



Welcome to the inaugural first edition of the WorldTalentWeb newsletter, a collaborative initiative envisioned by Dr Albert Ziegler and the World Giftedness Center of the Hamdan Foundation, UAE. This internationally designed newsletter is intended to be a purveyor of worldwide best practices in the field of talent development and a hub for sharing stories of innovation, creativity, challenge and triumph. The newsletter aims to play a role in connecting the world through talent development, specifically creating new global networks that will lead to worldwide cooperation, collaboration and celebration. As co-editors of the WorldTalentWeb newsletter, we're delighted to introduce ourselves to you in this inaugural edition. We both hail from an educational teaching background, Penina from Secondary and Jennie from Primary, with 50 years of teaching experience between us. We currently work in an Australian organisation known as Sydney Catholic Schools as members of a dynamic team of educational system leaders,

designing and facilitating professional learning in Gifted Education for 63 Newman Selective Gifted Education Program schools. In our roles as Gifted Education Officers, we work with international and local experts in gifted education, school principals, leaders, teachers and students, advocating passionately for the effective provision of gifted and talented learners. We look forward to sharing more of our story with you in one of the articles featured in this edition.

Advocacy, with its power to nurture and compel talent development, is intriguingly presented in the articles contained in the first edition of the WorldTalentWeb newsletter by academics Dr David Rempel, Dr Mariam Ali Alghawi and parent advocate, Valeria Fazi. Advocacy plays an integral role in the empowerment of students to harness both exogenous (external) and endogenous (internal) factors that may develop potential into talent. For gifted students, this could determine the difference between the realisation of talent development or failure to thrive and reach capability. As Ziegler, Chandler, Vialle and Stoeger (2017 p 310) assert, "...not only do individuals differ in their potential to attain extraordinary accomplishments but also environments differ in their potential to make extraordinary accomplishments possible." In this inaugural edition, we will explore a range of unique environments having an impact on talent development. Ziegler et.al., 2017 propose that gifted learning environments are enhanced by the richness of the learning resources provided and that endogenous learning resources are needed to make use of

exogenous learning resources. Our featured articles look at the advocacy of both endogenous and exogenous factors contributing to the development of talent through the lens of parents (AGET, Italy), foundations (Mully Children's Foundation - MCF, Kenya), academics (Hamdan Foundation, Dubai) and organisations (SCS, Australia). Dr David Rempel, in his article about the Mully Children's Foundation in Kenya, founded on the principles of the Actiotope Model, shares with us the journey of Kenyan children nurtured through deprivation to the empowerment of talent development. Their feelings of passion and purpose are unleashed by this unique talent development process. The interplay of endogenous and exogenous factors is explored and the importance of advocacy in talent development through mentors, supports and experts in the field to produce globally-minded, environmentally aware students with a social conscience is revealed.

Dr Mariam Ali Alghawi, Director of Gifted Welfare at Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance relays her experience of talent development in the United Arab Emirates. She showcases how advocacy in the form of equitable identification, cultivation of creativity and talents, investment in potential and counselling and guidance can transform young lives when both the internal and external elements of gifted students' lives are catered for with strategic intent and purpose.

And finally, Director of AGET, Valeria Fazi, explores the power of parent advocacy. The association of parents of children with high

cognitive potential (APC) began as a response to an absence of gifted education development and the important role parents play as advocates in this process. Her perspective is fascinating and shows how talent development is reliant on the provision of conditions that allow for the interplay of endogenous and exogenous factors.

We are inspired by the innovative work and strong belief in advocacy showcased in the work of our generous and passionate contributors in this inaugural first edition of the WorldTalentWeb newsletter. Many thanks to Dr Albert Ziegler and the Hamdan Foundation for the opportunity to contribute and share with the world the outstanding talent amongst our peers in the field of gifted and talented education. Enjoy!

Penina & Jennie

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HAMDAN BIN RASHID AL MAKTOUM CENTRE FOR GIFTEDNESS AND CREATIVITY



Author:

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Gifted and Talented Education is relatively new in the United Arab Emirates (UAE). The Country's vision calls for first rate education. Consequently, educational based organizations have introduced new initiatives to support and fulfill the country's vision. Hamdan bin Rashid Al Maktoum Foundation for Distinguished Academic Performance (HF), which is based in Dubai, UAE, has initiated a National Plan for Gifted and Talented Education, which is the first of its kind in the country. Along with that initiative, the Hamdan Foundation established in 2015 a Centre for Giftedness and Creativity under the name of "Hamdan bin Rashid Al Maktoum Centre for Giftedness and Creativity", which was in line with the theme of the 2015, "innovation in UAE".

Hamdan Center caters for gifted and talented students in three main areas: Identification, cultivation and investment. In the identification area, the HF created a

gifted identification kit (GIK) to identify gifted students in the country in grade 4 through 12. The gifted identification kit is a series of diagnostic tools for identifying students to be placed in different gifted programs and to identify the most appropriate program for each student. In 2018, the total numbers of identified students were 317. Generally, students who are identified as gifted students are offered specialized enrichment programs in the STEM area (Science, Technology, Engineering & Mathematics) along with personal and thinking skills during school breaks and weekends. Some examples of the offered programs include "Drawing Robot, A Trip to Mars with NASA, Drones, Crime Scene, Python, etc." Also, the Centre prepares gifted and talented students to compete in national and international competitions in Robotics, Math and other different areas. This kind of training has continuously enabled them to secure lead positions in different national and international contests. The Center also provides counseling and guidance for gifted and talented students and their parents whenever they need that. Those counseling types include, "Academic, Professional, Psychological and Social counseling. In 2018, the Hamdan Centre joined the ETSN and qualified as an Associate European Talent Support Centre. Hamdan bin Rashid Foundation created different programs to raise awareness of gifted and talented culture in the country. Such programs include, organizing national and international conferences in the field of gifted and talented development. In 2012, the HF organized and hosted the 12th edition of the Asia-Pacific Conference on Giftedness and in 2017 it organized the conference of the International Research Association for Talent Development and Excellence (IRATDE).

Additionally, the HF organizes an annual summit on gifted and talented development at the national level. Furthermore, the HF sponsored special issues on giftedness in two well-known journals; Journal for the Education of the Gifted & Cogent Education.

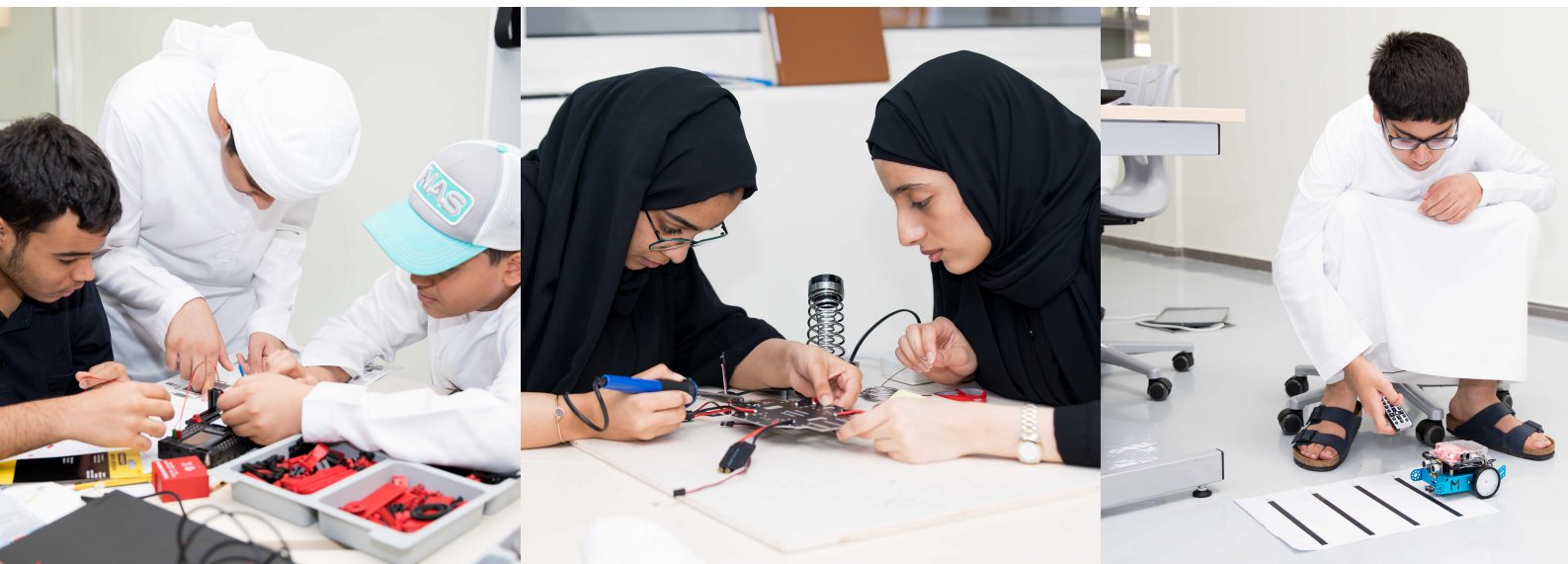
Moreover, the Hamdan Foundation created a special diploma in gifted education for UAE national teachers to qualify them to be more able to work with gifted and talented students in schools. Lately, the HF initiated a promising project, the “World Giftedness Centre” (WGC) whose mission statement is twofold: (a) to organize the world’s sound knowledge on talent development; and (b) to direct best practices toward excellence of any kind.

Finally, I’m really honored to write in the first issue of the newsletter initiated by the WGC and I would like to end my article with a sentence that has inspired my passion for gifted education: “Giftedness is arguably the most precious natural resource a civilization can have” (Sternberg & Davidson 1986, as cited in Pfeiffer 2002, p.ix).

**“GIFTEDNESS IS
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مركز حمدان بن راشد
آل مكتوم للموهبة والإبداع
Hamdan Bin Rashid Al Maktoum
Centre for Giftedness and Creativity



PLANTING TREES, TALENT DEVELOPMENT AND SUCCESS OF THE MARGINALIZED IN KENYA



Author:

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As Katunge* was teaching visitors from a German University how to plant trees in the semi-arid Machakos county in Kenya, she had to chuckle as another German almost fell into one of the holes prepared for the 3000 trees that were to be planted that day. Laura, her new German tree-planting friend, smiled at Katunge and asked her how many trees she had already planted in her life...

Katunge was thrown back to the day she had been an orphan and involved in illegal child labour on the streets in her village, and was rescued by community elders and brought to the Mully Children's Family Social Worker.

Katunge thought she was dreaming. 24 Hours after her rescue she was driving up to what seemed to be a miracle; there were green trees everywhere, although it hadn't rained for over 10 months. She asked the social worker, who had introduced himself as Ben, if they were going to a park. He smiled at her, and he said, "Katunge, this is

your new home". When she got out of the jeep, the kindest man she had ever seen and a woman who seemed to be wearing her big heart on her face were waiting for her and the other 5 children sitting in the big jeep.

It didn't take long for Katunge to adjust, to realize she would always have enough to eat, she had time to play sports, a chance to join the karate team, she could focus on her school work, she could sing in the choir and learn how to dance... and she loved to dance and sing. She had never sung from the top of her lungs as she did those first few days. She discovered she had a voice.

Within a few weeks of adjusting a kind social worker, Miriam, came and sat beside her. They talked about many things. Miriam asked her what she would like to become when she grew up; since Miriam was well trained she recognized Katunge's discomfort. It was as if Miriam could read her mind, "It is OK if you don't know. Let's talk about this another time OK?" For the first time in Katunge's life, she felt like she could dream.

Soon all the "new" brothers and sisters (those who had recently been added to the family) were gathered with their "Dad". Each of the children got 2 seedlings. They were told they would be not only planting their own trees, but would be changing Kenya one tree at a time. They would have to take very special care of these seedlings for the first year, ensuring that the trees would not die.

Those first two trees have a special place in Katunge's heart. Every week, for almost another year, she carried buckets of water to her trees. That first year in her new family, it didn't rain for another 11 months. Although water was scarce, she learned from Mum and Dad, how important it was to plan beyond the drought and think of the time after the drought.

“SHE LEARNED FROM MUM AND DAD, HOW IMPORTANT IT WAS TO PLAN BEYOND THE DROUGHT AND THINK OF THE TIME AFTER THE DROUGHT”



(Katunge and her tree one year after planting)

After about a year, when the trees didn't need watering and Katunge felt very comfortable in her new family, the new brothers and sisters were gathered for a special meeting, with their parents. She could not believe Mum and Dad Mulli – who were so busy - would take personal time for them, there were more than 800 children living in this campus. Mum asked the girls to join her for a private talk and left the boys with Dad. Mum took time for each individually.

All the girls were encouraged to try out the various clubs, discover what they liked best. As Mum talked to her, she asked “have you thought of your dream”. She had been thinking about this a lot, but had not even allowed herself to express it. With Mum – her fears of sharing vanished.

It was quiet for some time...finally, Katunge blurted, “I want to become a doctor!” No one in her family had ever been past elementary school. Mum said – “That is wonderful, then let us make a plan to help you achieve that goal. Have you thought of joining the Biology Club?” Soon enough she was spending every spare moment she had in the Biology Club. She loved it. One day while sitting in the Biology Club, the teacher, introduced a special guest, a doctor, who let them know that she was their big sister. She too had grown up at Mully Children's Family. She told her story – and Katunge couldn't believe her ears. This big sister was found living on the streets and had been rummaging through rubbish bins for food – ... and now she was a medical doctor.

This day was pivotal for her. She now felt it was possible that she could become a physician. She had to keep her eyes on her goal, work hard, look forward, not focus on her difficulties, but learn from them, see the blessings in the midst of the darkness.

“Katunge?” Laura gently spoke her name. “Are you alright?”.

“Sorry Laura, my thoughts were just back to when I planted my first two trees almost 10 years ago – so much has happened since then!”

She went on to explain that she had helped plant hundreds if not thousands of trees after her own two trees were well rooted. She explained to Laura that all the children plant trees, and the older children at Mully Children's Family go into

the communities to not only plant trees with children from other schools, but they are all involved in teaching the importance of changing the environment. So since those first trees – she stopped counting...

Laura was in awe – especially when Katunge explained how brown and dry the whole area had been, even 10 years ago when she first came.

Laura had already learned from her that she was going to study Medicine and was waiting to start on scholarship this fall. Laura, although already studying in Germany, still wasn't sure if she had chosen the right path - so she asked Katunge, how she was so sure that studying medicine was right for her.

She smiled and said the biggest reassuring moment came when Mama Esther talked to her after Biology Club. Mum said she had been performing so well not only in school, but in the various clubs she was in, and it had come to her attention that she was still very keen on studying medicine. Katunge nodded.

Mum smiled back, "...then I would like you to help out in the medical camp next week." Every year at least once, doctors, dentists

and teams of medical professionals from all over the world came to Mully Medical Clinic to offer free medical services to the poorest. Many of the villagers could not speak English or Swahili but spoke various tribal languages and dialects. The older children would often be asked if they could assist – at first to translate for the doctors and nurses, who of course could not speak Swahili or any of the 45 Kenyan languages or hundreds of dialects – and later to actually have an apprentice experience.

The privilege of translating for a dentist from Seoul one day and an eye surgeon from Toronto, the next– who would ever have thought. She who came from a poor Kumba village working as a child labourer, and now she was assisting international professionals wearing a white medical smock. She felt especially needed when an older woman was brought into the clinic. No one could really understand her Kumba dialect. Katunge recognized the dialect; it was hers. She accompanied the patient to the eye-doctor.

This woman stayed in the care of Katunge until after the operation. When she could finally see clearly again, she looked at Katunge, and said "Katunge, is that you, from my village? Are you part of this miracle?"



This was the moment when she realized that yes she was part of this “miracle”. When she committed to work hard, she could perform many more miracles, because she was given a chance, given the environment, given the support not only of Mum and Dad but so many others, the chance to dream and to make goals as well as the financial support... She wanted to help others see!

It had been such a joy to watch the doctor perform the cataract operations, translate the process to her patient and then sit down with Dr Chow and talk about everything.

That is when she knew, she would do everything she could to achieve her goal to study medicine. Laura wished she had such an experience and was shocked that Katunge had been given such a role when she was only 17.

She and Laura planted another 20 or 30 trees that day, the number didn't really matter anymore. What mattered was that they were both changed through their meeting.

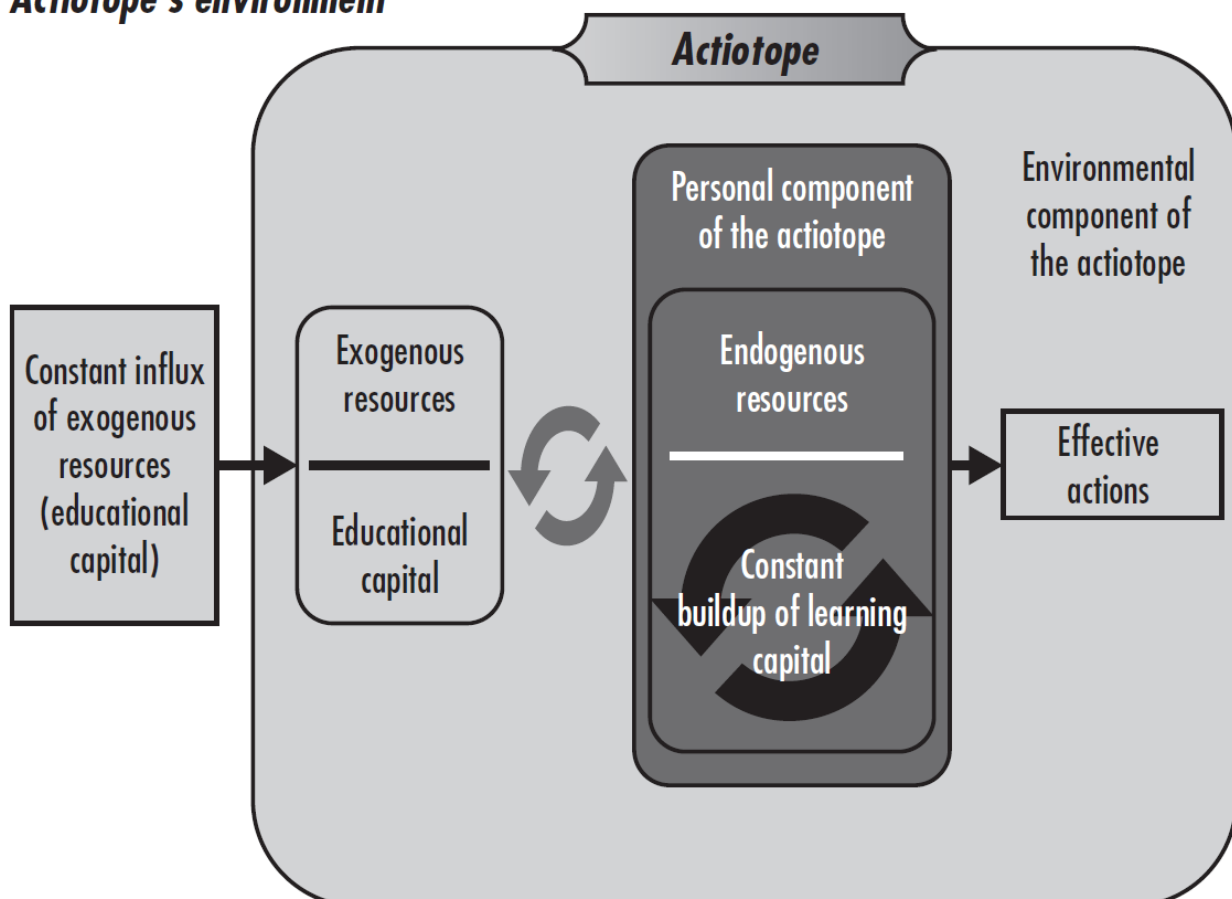
*The story of Katunge is a combination of a number of MCF children. The other names in the story have been changed.

**All the children at Mully Children's Family are in legal custody, some foster, some adopted of Dr Charles and Esther Mulli. In the Kenyan context, those who provide parental care are called Mum and Dad.

The complexity of Katunge's story can be best understood with the help of the Actiotope Model by Albert Ziegler. As illustrated in the diagrams below.

Figure 1. Learning resource-based model of gifted education

Actiotope's environment



Source: Adapted from Ziegler, A., Chandler, K. L., Vialle, W., & Stoeger, H. (2017)

When looking at the story one can discover each of the exogenous learning resources provided enabled Katunge to interact with the newly developed endogenous learning

resources – (the various learning resources are explained in the table below).

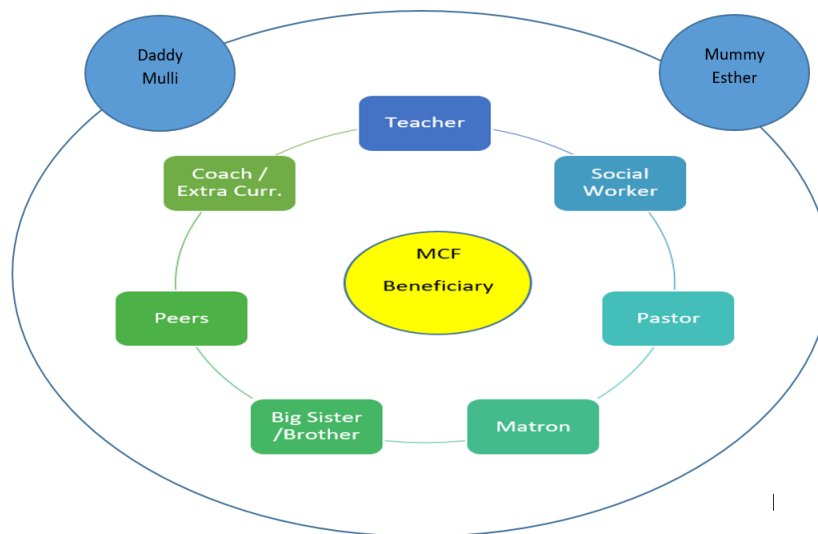
Figure 2. Definitions of the Learning Capitals

Type of Exogenous Learning Resource	Type of Endogenous Learning Resource
ECONOMIC EDUCATIONAL CAPITAL refers to any possession, money or valuables that can be invested in the initiation and maintenance of learning processes.	ORGANISMIC LEARNING CAPITAL refers to the physiological and constitutional resources of a person which are important for successful learning.
CULTURAL EDUCATIONAL CAPITAL refers to the value placed on learning and learning goals.	TELIC LEARNING CAPITAL refers to the goals a person pursues which directly or indirectly foster successful learning.
SOCIAL EDUCATIONAL CAPITAL refers to all individuals and social institutions that can directly or indirectly contribute to successful learning.	ACTIONAL LEARNING CAPITAL refers to the action repertoire of a person, that is, the totality of actions an individual is—in principle—capable of performing.
INFRASTRUCTURAL EDUCATIONAL CAPITAL refers to the material components of the environment that provide possibilities for learning.	EPISODIC LEARNING CAPITAL refers to the effective action repertoire (i.e., the stored simultaneous goal- and situation-relevant action patterns) that is accessible to an individual.
DIDACTIC EDUCATIONAL CAPITAL refers to the know-how of designing and implementing successful learning processes.	ATTENTIONAL LEARNING CAPITAL refers to the quantitative and qualitative attentional resources that an individual can apply to learning.

Source: Adapted from Vladut, A., Liu, Q., Leana-Tascila, M. Z., Vialle, W., & Ziegler, A. (2013)

The support needed for Katunge, is created by the Mully Model of systemic development, as explained in the graphic below.

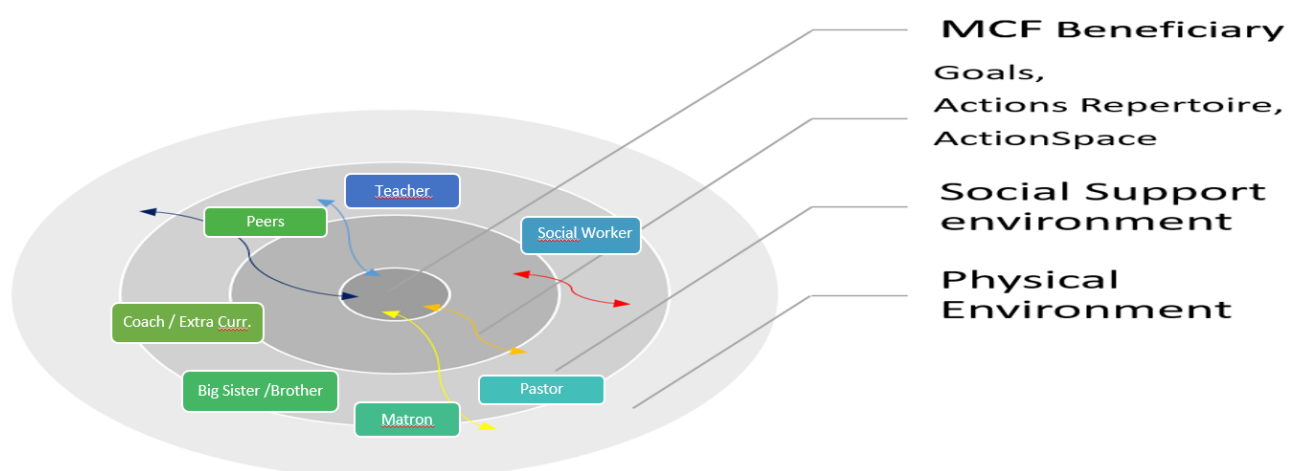
Figure 3. The Mully-Model of Systemic Development



*In the story there were no matrons, as they are for the younger primary school aged children.

The above outlines how much the child (Katunge) is in the center of the model and how a systemic team supports the child's development. In the context of MCF the peers are also brothers and sisters.

The Mully Model of Systemic Development fits very closely to the Actiotope Model, and gives insight to why so many of Katunge and her "siblings" or beneficiaries of the Mully Children's Family achieve outstanding results in various fields from academics, to sports and performing arts.



- ↔ MCF Social Support System creates Action Space
- ↔ MCF Social Support System encourages Individuals to interact within the action space
- ↔ MCF Physical Environment creates larger safe physical environment
- ↔ Individual interacts with MCF Social Support system to begin to interact in the Action Space
- ↔ Individual is prepared and willing to interact with the larger environment and impact it

Through the story, it becomes clear how important role models are, and that a role model can evolve out of one of many interactions provided in the model.

Through the Mully Model of Education, hundreds of highly gifted motivated youth have been discovered, winning numerous awards. The Mully Model is a unique systematic modern learning method of education developed and implemented over the last 30 years by Dr Charles Mulli through servant leadership, creativity and innovation. This model opens doors for talent development and provides opportunities for “miracles to happen” (as the cataract patient noted), in green forests in the midst of a harsh environment.

In much appreciation for the hard work of Dr. Charles Mulli, the founder and his wife Esther of MULLY CHILDREN’S FAMILY.

Website

<http://www.mullychildrensfamily.org/>

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ASSOCIAZIONE GENITORI EDUCATION TO TALENT (AGET) WHY AGET IS SO IMPORTANT IN ITALY



Author:

Valeria Fazi

President of AGET, Italian Association for Parents of Gifted Children

AGET (Associazione Genitori Education to Talent) is the Italian Association of Parents of Gifted Children, the only Italian association made up exclusively of parents of certificated gifted children. It is a non-profit organization, solely based on the voluntary work of the parents.

Italy is a small country in the middle of Europe, plenty of history and excellences, known all around the world, but Italy is a country where giftedness is basically unknown. We haven't programs for gifted children, special curriculum for gifted children, schools or activities for gifted children, laws or regulations for giftedness. In this situation AGET is the catalyst for any initiative.

In Italy the certification is not provided by the State and often it's very expensive. Only parents can decide to evaluate their own

children. So, parents represent the natural link between the psychology world and the schools. Parents take care of the balanced growth of their own children. Parents are the ones who interact daily with teachers in order to get the educational updates necessary to give a response for their children's always-growing needs, and also to speak about their wellbeing. Parents are also the ones who interact with institutions in order to see that their kids' characteristics are recognized and to see them being accepted and welcomed by society. In Italy, and probably everywhere, the parents' role is to sustain, the parents' role is to support, the parents' role is to fight!

For this reason, we organize enrichment activities for gifted children (where the speakers are always the most important Italians in their field), courses for teachers (where the speakers are always experts in gifted education). We published the first two Italian books for pre-K gifted children; we organize every year a journalism prize on giftedness; we organized an international conference on giftedness and we started strong collaborations or partnerships with Italian Institutions. We take part in European Research Night (ERN2018 and ERN 2019); we promoted the institution and we are a member of a technical board on giftedness with our Ministry of Education University Research and of a technical board on giftedness with the National Council of Psychologists.

For the future, our biggest challenge is to raise money to organize more activities for gifted children around Italy, in order to improve their abilities and talents. Then, we need money to organize teacher courses, in order to include our children in their classrooms. Unfortunately, not all families can afford to pay fees for the activities and the certification.

The Italian State today does not provide any support for gifted children, nor for the school program (even private schools lack programs for gifted students).

AGET thinks it's important that all around the world, parents of gifted children discover the importance of their role with their children. For this reason we are ready to start collaborations with international institutions or programs to build a better world for gifted children, to share everywhere our knowledge and our professionals in fields such as Art, History, Philosophy, Ancient Latin and Greek, to join programs designed for gifted children and to include families from other countries.

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THE NEWMAN SELECTIVE JOURNEY: A SYSTEMIC APPROACH TO GIFTED EDUCATION IN SYDNEY, AUSTRALIA



Authors:

Penina Barry & Jennie Quinn
Education Officers, Sydney Catholic Schools

Sydney Catholic Schools has pioneered the Newman Selective Gifted Education Program across a system of over 100 schools since 2012. How has this taken shape?



Response:

Sydney Catholic Schools created the Newman Selective Gifted Education Program after our parent community voiced in 2011 that they wanted a more streamlined pathway between Catholic Primary and Secondary schools with a clear focus on supporting their gifted and talented children along this continuum.

Named after Cardinal John Henry Newman, who will be canonised by the Vatican in Rome on the 13th October this year, we've taken best evidence-based theory and practices on how to teach gifted students from academics around the globe. In creating the Newman Selective Gifted Education Program, we are the first system of Catholic schools to put these theories into practice and validate that practice within Newman schools via a rigorous cyclic accreditation process.

For a school to be Newman accredited, they must work towards the advanced level standards of the SCS Gifted Education Standards Framework. Part of this criteria includes the leadership of the program by the school Principal and high quality training of teachers in gifted education.

One of the defining features is that students in a local SCS Catholic Primary school can be nominated by their parents and Primary teachers for a placement in a Secondary Newman school once they are enrolled in a Year 7 cohort.

As students can exhibit gifts and talents in different disciplines, the Newman program allows students to access differentiated programs across the wide range of curriculum subjects that provide extension options for high potential students that require depth, breadth or complexity in their learning. This allows students to maintain confidence and interest in learning, along with raising the bar for the entire cohort in the school since the program is about knowing all students and pitching the learning at their level of ability.

A major highlight of the SCS Newman Selective Gifted Education Program is the flexibility in designing the curriculum for a diverse range of learners, which includes the gifted population.

The program is based on nurturing students' strengths in a comprehensive school setting, which supports the development of ability into talent.

In what ways has this program made an impact on the learning communities in the SCS system?

Response:

The Newman Selective Gifted Education Program focuses not only on the traditional academic domain of giftedness and talent but also provides a significant amount of time and resourcing in developing understanding and expertise in order to respond to the creative and social domains of giftedness. This is all undertaken within a comprehensive Catholic school environment.

Schools celebrate students' achievements throughout the year via an annual Newman Symposium and other special events held at the schools. Students and teachers showcase a range of performances and displays that highlight their learning across a range of gifted domains and demonstrate how it has challenged them to reach their potential. Unlike many traditional enrichment and extension programs, Newman embeds gifted education pedagogy into Key Learning Areas within regular classroom programs, where Newman students engage in learning that is differentiated by pace, depth and complexity.

Renowned international academics such as Professor Karen Rogers (University of Minnesota), Dr Lannie Kanevsky (Simon Fraser University, Vancouver) and Dr Ron Richhart (Harvard University, Massachusetts) have recently presented at high quality professional learning days,

scheduled regularly throughout the school year. Professor Rogers and Dr Kanevsky act as international mentors for the program and have validated both the intent, structure and development of the program over its evolution. We also have the support of national and local gifted education experts who design and deliver specifically tailored workshops for our school leaders and teachers to enhance their professional learning.

Newman schools' intentional actions to identify and educationally support neurodiverse students has lifted teacher and student expectations while fostering a culture of deeper learning for the whole school community.

The Newman Selective Gifted Education Program supports the educational philosophy that quality learning is best achieved when students feel valued and safe. The social and emotional learning needs of all students is paramount to our school learning cultures. This is especially true of the neurodiverse learners such as the gifted, who may typically find it difficult to find like-minded peers in the general population.

How has the program challenged the traditional delivery of gifted programs in schools?

Response:

The Newman Program is sometimes mistaken for an 'off-the-shelf' program that can be delivered via a manual and set plans, however, this is not the case. Evidence-based best practices in gifted pedagogy are explicitly embedded into the mandated curriculum as set by our National Education Standards Authority (NESA) and complemented with enrichment opportunities

outside of the classroom that may involve mentors from local businesses and universities. Each of our schools has its own context, so school leaders are able to apply the gifted practices and models that best suit their learning environments.

Across the Sydney Archdiocese, 63 Newman Selective Gifted Education Program schools have made significant changes in their traditional practices, one of which has been using a system-designed multiple criteria process to strategically identify and select gifted learners within an optimal timeframe. This process has underpinned the Newman expansion initiative that informs the selection of students into Year 7 Newman classes.

The development of our system's gifted identification and selection process uses an affectionately labelled 'hotmat' which has stimulated engaging professional learning and best practice for school leaders within an efficient timeframe.

SCS is gradually introducing this effective and efficient gifted identification and selection process into their teaching and learning communities via a phased application.

Experienced school leaders are sharing their expertise with their peers hence, strategically embedding and sustaining the process across the system to ensure educational equity is accessed for our gifted learners, as well as building capacity in teachers of the gifted. To ensure the success of the Newman program within a large Archdiocesan system of Primary and Secondary schools essential elements such as high level strategic planning and resourcing, teacher and Principal capacity building and system level leadership expertise and advocacy are vital for quality implementation.

The same components are also critical for the sustainability of the Newman program, a program that has a profound impact on releasing the potential of our students, gives positive professional growth to our teachers and leaders and demonstrates the value of deep listening to key stakeholders such as SCS parents.

Article also supported by Karen Cahill, Head: Diverse Learning SCS and additional members of the Newman Selective Gifted Education Team, Dot Rogers, Bernadette Bentley and Nicole Shepherd.

Website

<https://sydcatholicsschools.nsw.edu.au/newman-selective-gifted-education-program/>



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The WorldGiftednessWeb newsletter is published by the World Giftedness Center (WGC) of the Hamdan Bin Rashid Al Maktoum foundation for Distinguished Academic Performance. Dubai, United Arab Emirates



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