

## Rationale

**Summary:** *Gifted students are at risk of underachieving and comprise approximately 10% of the student population. As such, there are whole school, class and individual pathways that need to be considered in order to meet the needs of gifted students. Gifted Education requires a whole school approach and should be supported by a Thinking and Learning Curriculum.*

As educators in Lutheran Schools, we are mandated to provide curriculum for all students which “*aim(s) to encourage and support students, informed and sustained by the Word of God, to develop their God-given talents so that they may shape and enrich their world*”. (Lutheran Education Australia 2002, revised 2005, *A framework for Lutheran schools*).

Within this mission, there are particular groups of students who are at risk of underachieving and for whom educational methodologies, curriculum provision and organisational structures need to be modified and implemented. One of these groups is *gifted* students. The most effective and efficient means of addressing the needs of gifted students is a whole-school approach coupled with a strong focus on extension, enrichment and accelerative practices within the classroom.

While whole school structures and extracurricular opportunities “may facilitate the practices of an appropriate curriculum... the quality of the curriculum itself is the most significant feature” (Braggett, E 1994, *Developing Programs for Gifted Students – A Total School Approach* Hawker Brownlow Education: Cheltenham, Victoria, page 135). **It is therefore crucial that Gifted Education guidelines within schools are strongly supported by a Thinking and Learning Curriculum.**

As schools explore and adopt the main concepts and recommendations from this Gifted Education policy, they will inevitably discover that changes in the breadth, depth and provision of the curriculum, as well as teaching methods and organisational changes to the way we enable students to access the curriculum, will have positive results not only for their gifted students (approximately 10% of student population), but to all students.