



Northside
Christian College



INSPIRE Program

Mission and Vision



Northside Christian College Mission and Vision

Mission Statement: “Transforming lives through Christ and the wonder of learning”

Vision Statement: “To be an inspirational Christian learning community”.

Our Mission highlights our commitment to making a difference in this world.

Through the design and structuring of our learning programs and contemporary learning environments, we are well equipped to nurture and develop the unique talent, gifting and interests of students.

INSPIRE Mission Statement

“Releasing potential to transform our world”.

The INSPIRE program works to serve the Mission and Vision of our College. Its core function is to nurture and develop the God-given talents, giftings and interests of students, in particular those with high ability, in order to see their talent disseminated in the form of social contribution which transforms our world and brings us closer to living out God’s plan and purpose for our lives.



Inclusivity, diversity and the multi-faceted nature of talent development

While we believe that each child is a gift from God and has been given unique gifts by God, we recognise that certain individuals have been created with a higher capacity than similar-age peers across the various talent domains (intellectual, creative, social, physical, spiritual). In the INSPIRE program, we aim to recognise and strategically develop the giftedness we can identify across our entire student population, focusing primarily on the intellectual and creative domains (other aspects of the College’s life cater for other domains). We seek to look beyond age, culture, gender, academic achievement or personal difficulty, in order to develop and release potential.

The INSPIRE Model

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 distinctly 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.

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.

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



Stakeholders – Provisions and Relationships

Students

Development of the highly able individual is based on Gagne's DMGT. The INSPIRE Program incorporates the following:

1. Specialist Intervention

- Individual learning plans (ILPs) for students of identified high ability (top 3% in cohort)
- Specialist withdrawal classes (STEAM + Global Citizenship) (top 10% in cohort in subject area)
- Talent Development mentoring

2. Mentoring

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

3. Enrichment Opportunities

- Global thinking: philosophy conferences, clubs and breakfasts, Model UN conferences
- STEM workshops and activities (Lego, robotics)
- Literature: book clubs, creative writing (Write a Book in a Day)

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/AMC/ICAS
- Maths Talent Quest & Science Talent Search
- Brainstem
- DaVinci Decathlon

Community

Networking and serving

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



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 Professional Learning for staff, reading recommendations, external Professional Learning 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



Key Theorists

Francoys 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



Identification and Provision

What comes first: Identification or provision?

There is ongoing discourse within the field of education for the highly able about whether identification or provision should come first:

- Do we identify students who have high ability (through standardised testing data, gifted characteristics and behaviours checklists, teacher and parent observation) and then make provisions for them, or
- Do we make provisions for all students, and allow high ability (or gifted behaviours) to emerge and become identifiable, or
- Can we do both?

Identification first: Provisions for students of high ability

Students are identified primarily by teachers (self, peer and parental input is also considered in the identification process) for the following provisions and opportunities, based on a combination of data collection measures including (but not limited to) observation through gifted behaviours and characteristics checklists (both within and outside of the classroom), and standardised testing data, particularly cognitive ability scores.



Specialist intervention, in conjunction with well-differentiated mixed ability classroom instruction, is considered an intellectual and learning need of students of high intellectual potential. It is treated not as a privilege, but as an important part of the responsibility the College has to provide learning opportunities that facilitate growth and appropriate challenge for all students, including those who function cognitively at a level beyond their peers. Involvement in withdrawal programs and development of ILPs are the only provisions within the INSPIRE program that are not open to all students across the College. The intention is to keep this dedicated space for students to experience depth, rigour and challenge in their learning at a level and pace appropriate to their needs. These provisions run all year.

Provision first: Opportunities for all students

There are various opportunities open to all students and are dependent upon student interest, student ability and age restrictions (please note that the provision of these opportunities is subject to change and additional opportunities may become available as planning progresses).



	Term 1	Term 2	Term 3	Term 4	All year round
Brainstem			Year 9-10	Year 9-10	
Australian Maths Competition (AMC)			Year 3-12		
BEBRAS (computational thinking) challenge	Year 3-12				
Computational and Algorithmic Thinking (CAT)	Year 5-12				
DaVinci Decathlon	Year 5-9	Year 5-9			
Debating DAV	Year 9-12	Year 9-12	Year 5-6, 9-12	Year 7-8	
Founder Times (student publication)					Prep-Year 12
Genius of Jesus leadership training					Year 11-12
Maths Talent Quest (MTQ)		Prep-Year 12			
Passion Projects					Year 10-12
Public speaking: +DAV		Year 10-12	Year 5-6, 7-9		
Scholarships/applications mentoring					Year 10-12
Science Talent Search (STS)	Prep - Year 12				
Senior School mentoring					Year 11-12
Write a Book in a Day (WABIAD)			Year 5-12		
Young Engineers LEGO workshops					Prep—Year 6





P R O G R A M



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Northside Christian College is a member school of the
Victorian Association for Gifted and Talented Children