

GIFTED AND TALENTED EDUCATION


WHANGAPARAOA SCHOOL 2016

WHAT IS 'GIFTED AND TALENTED'?

Whangaparaoa School Definition

Created after staff and parent consultation 2013

Gifted students at Whangaparaoa School are those with the **potential to achieve outstanding performance related to other students of the same age**, in one or more areas of human endeavor. **Talented students** are those who **demonstrate exceptional ability in one or more areas**. They require differentiated educational programmes and/ or services, (such as social and emotional support) in order to realize their contribution to self and society.



WHY IDENTIFY AND CATER FOR GIFTED AND TALENTED STUDENTS?

National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

- A. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- B. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;
- C. on the basis of good quality assessment information, identify students and groups of students:**
 - i. who are not achieving;
 - ii. who are at risk of not achieving;
 - iii. who have special needs (including gifted and talented students);** and
 - iv. aspects of the curriculum which require particular attention;
- D. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;**
- E. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- F. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

WHY IDENTIFY AND CATER FOR GIFTED AND TALENTED STUDENTS?

"Giftedness is asynchronous development in which **advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm.** This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and **requires modifications in parenting, teaching and counseling in order for them to develop optimally.**" The Columbus Group



HOW WE IDENTIFY GIFTED AND TALENTED STUDENTS

Education Review Office

An effective identification process has the following characteristics:

- it is consistent with the school's definition and programmes;
- it is school-wide, undertaken early, and ongoing;
- it is communicated openly between parents, students, teachers and the board of trustees;
- it has a multi-method approach; and
- it makes provisions to identify special groups, including Māori, students from other cultures/ethnicities, students with learning difficulties or disabilities, underachievers, and those from low socio-economic backgrounds.

Education Review Office, (2008a), p.6



HOW WE IDENTIFY GIFTED AND TALENTED STUDENTS

- **Teachers** - checklist to fill in during term 1 to help identify possible characteristics of giftedness. Looks at quantitative (measured) as well as qualitative (observed) assessment.



Screening checklist for teachers

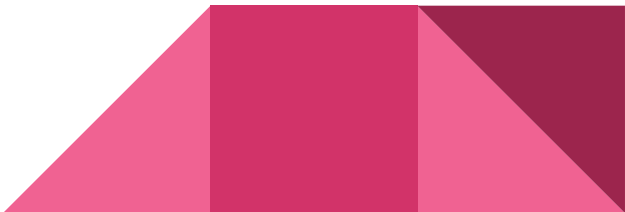
Adapted from Rosemary Cathcart's book 'They're not bringing my brain out.'

CATEGORY ONE: Children you would place in the top 10% academically:


CATEGORY TWO: Any child who is frequently:

- a. Disruptive, uncooperative, resentful of authority
- b. A daydreamer, 'switched off', apathetic, withdrawn
- c. A 'loner'
- d. A big nuisance, 'class clown', show-off, over-active
- e. Any child 'bright' or 'dull' for whom you have a gut feeling that there is 'something else'

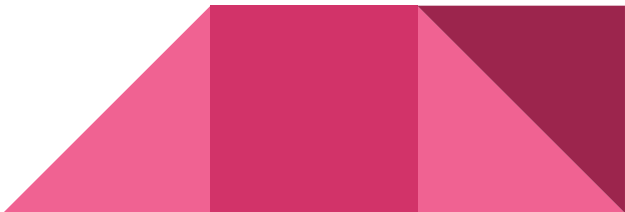
CATEGORY THREE: Any child who is OUTSTANDING for their age in any of the following:

- a. Leadership (including as a gang leader etc)
 - b. Sense of humour
 - c. Reading
 - d. Critical thinking
 - e. Original or creative thinking, unusual ideas
 - f. Determination
 - g. Curiosity – likes to find out
 - h. Vocabulary
 - i. Likes working independently
 - j. Asks interesting / difficult / unexpected questions
 - k. Sense of right and wrong, 'fair play'
 - l. Strong scientific 'bent'
 - m. Ability in music, art, dance or drama
 - n. Ability in oral storytelling, speech, debate
 - o. Ability in writing stories, poetry etc
 - p. Knows more than one language
 - q. Ability in maths
- 

HOW WE IDENTIFY GIFTED AND TALENTED STUDENTS

- **Teachers** - checklist to fill in during term 1 to help identify possible characteristics of giftedness. Looks at quantitative (measured) as well as qualitative (observed) assessment.
 - **Parents** - notice in newsletter encouraging discussion with Debbie. Parent checklist can be given.
 - **Screening** - those identified as possibilities by teachers and parents are screened by an Educational Assessor (level C) using the Woodcock Johnson III test of Cognitive Abilities BIA (Brief Intellectual Ability).
- 

PROVISION - 'IMPLEMENTING STRATEGIES'

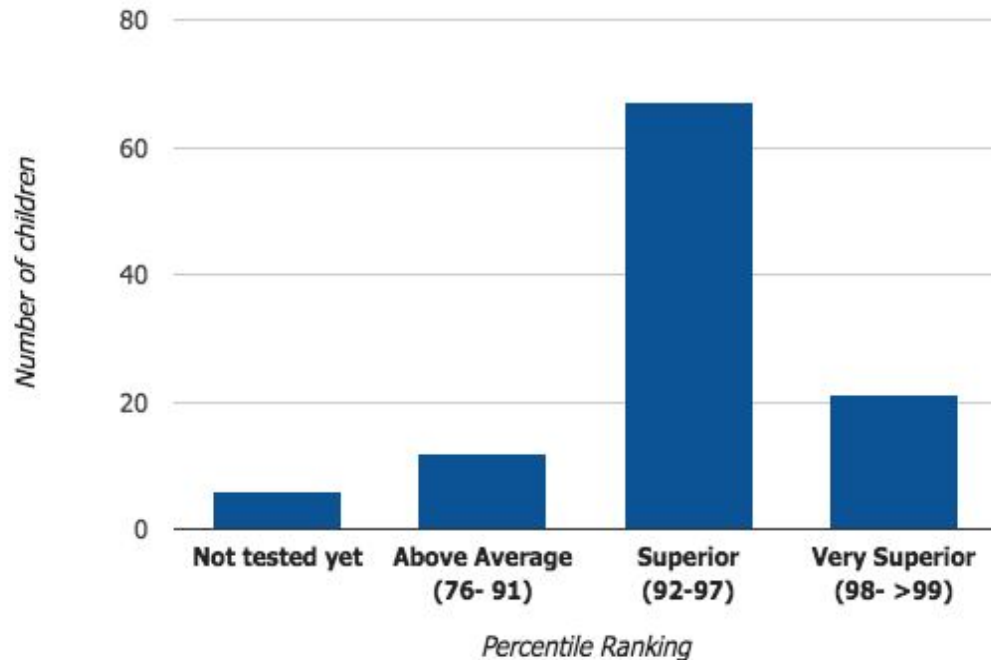
- Pull-out enrichment class 'Quest'
 - In class extension
 - Cross-grouping
 - Competitions
 - Extras - chess club, science certificates and badges
 - Interest groups - art club, drama, choir, sports, instrumental groups
- 

QUEST

- Debbie employed 2 days per week.
- Six groups - each for 1 ½ hours
- A total of 109 year 0-6 students attend Quest over the two days (Approx 14% of the total school roll)
- 63 students have tested as in the top 5% of cognitive ability (approx 8.4% of our students)

QUEST

BIA (Brief Intellectual Ability - percentile ranking) of children in year 0-6 Quest groups 2016



AIMS AT QUEST

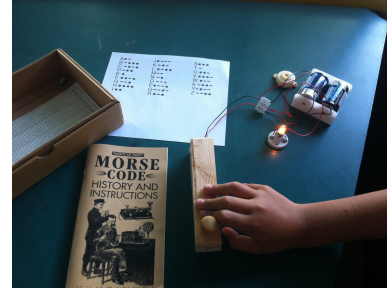


PROVIDE
OPPORTUNITY TO
WORK WITH LIKE
MINDED OTHERS

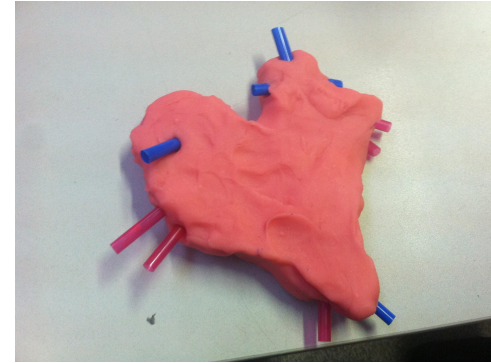


ENCOURAGE A DESIRE TO
LEARN, TO KEEP LEARNING,
AND TO UNDERSTAND

DEVELOP AN AWARENESS OF THEMSELVES AND THE
COURAGE TO BE THEMSELVES

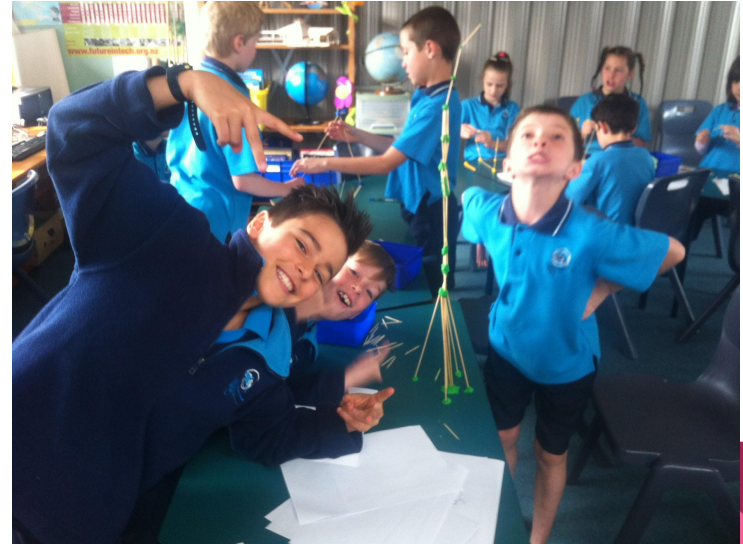


DEVELOP SKILLS TO USE THEIR
TALENTS TO THE FULL





TO LEARN NEW SKILLS
AND INFORMATION.



WHAT NEXT? 2017 POSSIBILITIES

- Continue **Quest** - link to in-class learning where appropriate.
 - Continue **screening** with outside assessor - to help with the budget parents will be asked for a contribution to costs (half) if the school recommends assessment. Parents could also pay the full cost and choose to have their child assessed.
 - **Enrichment possibilities** with communities of learning - subject acceleration where appropriate.
 - **Inquiry learning** - student led learning gives more scope for personal interests and self paced learning.
 - Continued **networking** with others in the Gifted and Talented Education field.
 - **Ensure new staff have a sound understanding** of the definition and needs of the Gifted and Talented.
- 