

Whataroa School

GIFTED AND TALENTED

Procedure

NAG 1iii(c)

GIFTED AND TALENTED CHILDREN

NAG 1 iii(c)

Definition

Gifted students are those with the potential to achieve at a superior level in one or more domains of ability compared to their cohorts.

Talented students are those who are performing at a superior level in one or more areas of endeavour compared to their cohorts (same as peers).

Domains to be considered

- Intellectual (one or more areas).
- Creative (thinking, language arts, performing arts, technical pursuits etc).
- Cultural traditions. (*different cultural groups will be consulted*)
- Music, art, etc.
- Social skills (interpersonal).
- Psychomotor (gymnastics, sport, dance etc).

Other domains will be considered as the needs arise

PROCEDURES

PROCEDURES WILL INCLUDE:-

- A. Identification process.
- B. Tools for Identification.
- C. Gifted and Talented Register.
- D. Professional Development/Personnel.
- E. Gifted and Talented Extension Programmes.
- F. Gifted and Talented Monitoring.
- G. Gifted and Talented Reporting to BOT/Parents.

APPENDIX 1 – Matrix of Stages in the Development of Gifted and Talented programmes will be used school wide prior to establishing a Gifted and Talented Programme.

A. IDENTIFICATION PROCESS

1. Identify Gifted and Talented children in each class using school agreed tools to gain school wide consistency. The diverse needs of Gifted and Talented students will include their academic and social/emotional development. Students displaying negative behaviours will be looked at very closely e.g. boredom, inadequate programmes.

B.

1. Identification Tools could include:

- Teacher nomination/observation checklists (don't forget the underachievers).
- Standardised Tests e.g. PAT, STAR, NUMPA, asTTle. etc.
- Above Level Testings – (Designed for older children).
- Peer Nomination (Year 4 up).
- Parent Nomination.
- Self Nomination.
- Performance or Audition within a context.
- Identification methods should take into account the cultural diversity of Maori, Pasifika and other groups.

2. Avoid Identification Traps:

- Not just 'nice' co-operative children.
- Nor just high achieving emotionally stable student with good attitudes.

3. Watch out for students with:

- A gift in one area.
- Highly creative.
- Learning disabled.
- Culturally different.

C. GIFTED AND TALENTED REGISTER

Examples of criteria/data.

➤ Categories the students:

1. Highly gifted – not readily catered for within the class programme (IEP).
2. Students who have been accelerated by a year or more (if applicable) New teacher must have the appropriate programme – sympathetic teacher
- monitored
Child should be able to work in top 1/3 of new class.
3. Underachieving students (IEP).
4. Identified as gifted but being catered for within the class programme.
5. The categories on the Gifted and Talented Register should have an IEP for are 1 and 3.
Students may have multiple categories.
Reasons identified would be area/s of giftedness.
IEP would just require a tick or a date.

D. PROFESSIONAL DEVELOPMENT/PERSONNEL

- The school will provide Professional Development as appropriate and available. Appropriate resources will be purchased to meet extension programmes.
- RTLB, RT Lit and Gifted and Talented Advisers will be requested to provide professional development.
- Staff skills/talents will be used in Gifted and Talented programme – both in the planning and implementation.
- Local community/parents/grandparents etc with appropriate skills and talents will also be used to provide out Gifted and Talented programme.
- Many community personnel will/may have skills in:
 - Sport Science
 - Music Language
 - Drama Chess etc

Class programmes

Teachers will understand and provide support for the social and emotional development of students.

Teachers will provide challenging differentiated programmes through which gifted children will reach their potential. The students will be consulted about how they like to learn and their interests. From time to time extension programmes will be offered as the need arises.

These could include:

- Maths
- Literacy/Writing/Oral (WestReap GATE programmes etc).
- Creative (thinking/performing arts, technical pursuits etc).
- Cultural tradition.
- Music/Art etc.
- Social Skills (interpersonal, leadership).
- Psychomotor (gymnastics/sports/dance).
- Mechanical.
- Technical.

Acceleration of students will be considered on an individual basis. Subject acceleration will be used as the need arises.