



Gifted and Talented Policy

Rational:

Marshland School is committed to an education programme that recognises individual differences and provides programmes relevant to the needs of all children. In accordance with NAG 1 (c), the school will identify, recognise, nurture and support students who demonstrate that they are highly able, gifted or have special talents, interests, abilities or potential. The school understands there are:

Varying degrees of giftedness.

Diverse areas of giftedness e.g. academic, music, leadership, creativity, sport, art, cultural.

Varying needs of the students that are catered for, to ensure the student's full potential is developed.

Purpose:

To identify those students' who are gifted and talented.

To ensure staff differentiate the curriculum to provide all students with the appropriate stimulus, challenge and teaching to meet their wide diversity of needs.

To maintain records that detail particular abilities and needs of gifted students and to monitor and evaluate their progress.

To provide professional development for staff in order to recognise and promote activities that will meet the needs of students within the classroom.

To continue to promote a responsive school learning environment which enhances the intrapersonal, environmental and motivational factors affecting the development of students' talents from their gifts.

Our Definition:

School's policy for catering for Gifted and Talented students is based upon Gagne's theory which defines Gifts as potential abilities, and Talents as performance. The school also recognises the diversity, understandings and values of Maori, Pasifika and other cultures when catering for these students.

We believe gifted students are those with the potential to perform and that talented students are those who are performing at superior levels to their same age peers. These students may show their potential or performance in one or more domains of ability. By recognising the difference between the concepts gifted and talented, we acknowledge that some of the students may not be yet achieving at their potential.

Domains to be considered:

- Intellectual (one or more curriculum areas)
- Creative (thinking, language arts, performing arts)
- Mechanical
- Technical
- Music, Art, etc.
- Cultural traditions (Wairuatanga, Manaakitanga, Rangatiratanga, Whanaungatanga, Kaitiakitanga, Auahatanga, Matauranga)
- Social skills (interpersonal, leadership etc.)
- Psychomotor (gymnastic, sport, dance etc.)

Our task is to provide gifted students with opportunities and support to realise their potential and talented students with the opportunities to soar. (Gagne, 2008)

GUIDELINES

Identification

Staff will identify children across the school from an early age using a range of methods.

Triangulated data should be collected from, parent consultation, formal data and observations. The following methods can be used:

- Parent nomination
- Teacher nomination
- Peer nomination
- Self-nomination

- Formal data gathering (National Standard OTJs, NZEA, etc.)
- Teacher observation checklists (including underachievers characteristics)

Methods should take into account the values and cultural diversity of Maori, Pasifika and other groups as well as the specific needs of twice exceptional students.

Register

A register will be kept of identified students to monitor and track progress. This should be updated twice a year. Each student will be classified in one or more of the following codes:

1. *Highly gifted, not readily catered for within the class programme*
2. *Accelerated by a year or more*
3. *Underachieving*
4. *Gifted but catered for within the regular class programme*
5. *Twice Exceptional – gifted and different from others in the class (either learning, physical, sensory disability)*

Professional development

Professional development will be provided for teachers whenever necessary, to ensure they have the knowledge and skills to teach gifted students. This may take the form of whole school, syndicate and/or individual teacher development. A mentor system will be provided between teachers or with the GATE coordinator.

Classroom Practice

Teachers' will provide challenging differentiated practice for all identified students. Students will be consulted about how they like to learn and their interests. Teachers will understand and provide support for the social and emotional development of gifted students.

Coordinators Role

A gifted coordinator will be appointed to oversee the school systems.

- Responsibilities will include; working with whole staff, teams and individual teachers.
- Reporting to management and the BOT, liaising with parents and coordinating any pull out programmes.

Class Placement

Management will consider cluster grouping in the placement of gifted students. Acceleration of students will be considered on an individual basis, through consultation

with teachers (both the class teacher and the receiving teacher), parents, child and the GATE coordinator. Subject acceleration will be used as the need arises.

Resourcing

A budget shall be allocated to provide suitable resources to support teacher's programmes.

Review

Evaluation of programmes will include staff, students and parents. This will be carried out annually.

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