

Tawhai School Gifted and Talented Guidelines

Rationale Statement:

All children at Tawhai School have the right to an education that is appropriate to their individual needs. Children with special abilities come from all backgrounds and they may demonstrate ability or potential in one or more learning areas. In order to develop the innate potential of these students, their abilities need to be recognised, valued and catered for appropriately. Their right to this provision is contained in the National Guidelines which are part of every school's charter, and in the Ministry of Education curriculum documents.

Purpose:

To ensure students with special abilities are identified and their individual needs met.

To encourage the achievement of personal excellence in all students.

To encourage and assist students with special abilities to achieve their potential.

To enable teachers to plan and implement a differentiated classroom programme as determined by the students' individual needs.

To raise student and parent awareness of opportunities and challenges available to students with special abilities.

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 (i.e.) high academic ability, Thinking Skills.

Talented students are those who are performing at a superior level in one or more areas of endeavour compared to their cohorts. (i.e.) special abilities in The Arts, Sport, Leadership, and Cultural.

Domains to be considered

Intellectual (one or more areas)

Creative (thinking, language arts, performing arts, technical pursuits)

Cultural traditions

Music, art, etc.

Social skills (interpersonal) - leadership

Psychomotor - movement

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

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.

Identification Tools

Standardised tests (dependent on age/year level of child)

- PAT, STAR, NUMPA, asTTle, ICAS tests, Peter's Spelling Test, Six Year

Observation Survey (6YN), School Entry Testing.

Nominations

- Teacher, Syndicate Leader, Parent/Caregiver, Peer, Self-nominations (based on nominations).

Performance or audition within a context (sporting/arts).

Identification methods should take into account the cultural diversity of Maori, Pasifika and other groups/needs.

Other – teacher observations, anecdotal records, student workbooks, monitoring and assessment data, portfolios, etc.

Teachers should take particular note of students who may be difficult to identify. These include:

Students from non-English speaking backgrounds/culturally different

Students with disabilities

Under-achieving students (i.e.) students with dyslexia, ADHD.

Students from low socio-economic backgrounds

Students with a gift in one area (i.e.) sports, music, art.