

Guidance for the Education of Gifted and Talented Students at Toko School

This document recognises that decision making in relation to provisions for gifted and talented students is a complex and interactive process.

The school principal, in consultation with parents, teachers, and other appropriate personnel, has the prime responsibility for decisions in relation to the education of gifted and talented students.

- 1. The school will identify its gifted and talented students.**
2. The school will provide professional development opportunities for all appropriate school personnel in meeting the learning needs of gifted and talented students.
3. The school will provide an appropriate range of opportunities for its gifted and talented students.
4. Teachers will make planned provision to meet the learning needs of gifted and talented students in their classes.

The school will identify its gifted and talented students

Implementation Strategies

The identification process will:

- be implemented for purposeful use, not an end in itself
- be organised school-wide, using a team approach
- seek to identify gifted and talented students as early as possible
- use a multi-method approach [refer to Ministry of Education, 2000, pp 27–33, for descriptors of methods of identification]
- ensure that differing cultural concepts and values of giftedness are incorporated

All teachers will seek to identify gifted and talented students. Recognising student differences is fundamental for meeting the individual learning needs of gifted and talented students. Teachers will seek to identify potential.

Teachers in consultation with parents, Principal, and other appropriate staff, will use a range of qualitative and quantitative methods for judging student performance and potential, and examine both positive and negative characteristics.

Methods will be selected according to the age and/or the particular ability under assessment. These may include: **anecdotal records, interviews, examples of children's work, behavioural checklists and standardised tests of intelligence, achievement and creativity and the concept of task completion.**

A list of characteristics of gifted and talented students **Gifted and Talented Students Meeting their needs in NZ Schools, Ministry of Education, 2000** provides a sound

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checklist for teacher reference. Identification methods listed on page 28, 29, 30, and 31.

The school will provide professional development opportunities for appropriate school personnel in meeting the learning needs of gifted and talented students.

Implementation Strategies

The school will provide professional development in response to the identified needs of students and teachers. This professional development will be dynamic and on going, and include in-house learning as well as appropriate external courses.

The school will ensure that all staff members have the opportunity to participate in at least one professional development course, either in-house or externally, in the education of gifted and talented students within the first 24 months of implementation of this policy.

The school will provide an appropriate range of opportunities for its gifted and talented students.

Implementation Strategies

In order to meet the learning needs of gifted and talented students effectively, schools should consider using a range of differentiated provisions for gifted and talented students.

The school will identify a person or persons responsible for the implementation of the policy for gifted and talented students.

The school's responsibilities include:

- meeting the social, emotional and intellectual needs of gifted and talented students.
- ensuring that awareness is **raised among the staff** regarding the social, emotional, and intellectual needs of gifted and talented students;
- developing and overseeing the **school's programmes** with regard to meeting the learning needs of gifted and talented students;
- **monitoring the school's programmes** as a basis for making improvements and reporting achievements;
- establishing and maintaining liaison with parents;
- ensuring that monitoring of individual students from year to year is effective and on-ongoing,
- identifying and managing the resources necessary for programme implementation;
- **identifying needs for professional development** in gifted and talented education and making recommendations to the school's staff development committee or curriculum coordinator;
- identifying and establishing, **where appropriate, links with other schools** and educational institutions, and community organisations which may form a basis enrichment opportunities, broader educational perspectives or initiatives.

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Actual placement within a programme will be at the professional discretion of the Principal. The school may form its part-time classes, for enrichment, extension or acceleration programmes.

Teachers will make planned provision to meet the learning needs of gifted and talented students in their classes.

Implementation strategies

To ensure that a differentiated programme is offered to the gifted and talented students in their classes, teachers will consider the individual needs of those students and encourage high achievement, originality, problem solving, higher order thinking skills, and creativity.

A variety of teaching / learning strategies will be considered. Teachers can:

- **develop inquiry learning models within the classroom.** It is our belief that inquiry learning and problem based learning has powerful uses for gifted and talented children within the existing classroom structure.
- **examine the level of challenge.** Create a balance in the content of lower and higher levels of thinking. Create opportunities for skill development: allow self-pacing, and ensure there is privacy in "failure". Incorporate problem solving, inquiry, and creative production in the programme. Teachers may extend the curriculum and use accelerated learning techniques
- **introduce individualised enrichment programmes.** Teachers can make use of contract work, with students negotiating the contract components, encourage individual research, provide opportunities for peer tutoring, or involve mentors with specific expertise;
- **plan a range of tasks that offer choice.** Group students and specify prerequisites - allow choice component. Include activities that cater for learning styles and multi-category talents;
- **use group work**, allowing scope for leadership, cooperative decision-making, and student-initiated perspectives, but also allow sufficient time for students to work independently;
- **have appropriate expectations** - goal setting which take achievable steps towards improvement - use specifics rather than general terms or just marks;
- **provide work that is meaningful** and appropriate to ability level,
- **use a range of evaluation models to assess the classroom programme** - including observation, teacher diaries, self-assessment, teacher-made tests, product evaluation, interviews and questionnaires, and focus groups (refer Ministry of Education New Zealand, 2000, pp 54-56);