

GIFTED & TALENTED POLICY

RATIONALE

Westlake Girls High School in line with Ministry Policy (p5, Gifted & Talented Education in NZ Schools) recognizes that gifted and talented students have academic, creative, social/emotional, physical and cultural needs and require an appropriate, responsive learning environment.

DEFINITION

Gifted & talented students at Westlake Girls High School demonstrate higher levels of performance and/or potential in one or more areas when compared with others of similar age, culture, experience or environment.

These areas may include:

- Visual and/or performing arts
- Academic abilities- General intelligence
- Creative, productive and intuitive thinking
- Leadership
- Physical ability
- Interpersonal (between people) skills and intrapersonal (self) skills
- Cultural traditions, values and ethics
- General intelligence
- Creative, productive and intuitive thinking

The behaviours of gifted and talented students in each area will be highlighted via the following categories:

Learning characteristics

Creative thinking characteristics

Motivational Characteristics

Social Leadership Characteristics

Self-Determination Characteristics

The school accepts that within the group of gifted and talented there is a range of ability from mildly to profoundly gifted. All of these students will require differentiated learning within the classroom. Those who are highly, exceptionally or profoundly gifted may also require extra provisions.

(The following section may equally contain reference to Pasifika students, if applicable, after consultation with the school Pacific Island community.)

Acknowledging that a percentage of its students are Maori, the school also values its gifted and talented Maori students, and recognizes that additional to those areas above, gifted and talented Maori may demonstrate or show potential in any one or more of the following areas:

Whanaungatanga (family values and relationships)

Manaakitanga (hospitality)

Wairuatanga (spirituality)

Kaitiakitanga (caretaker/guardianship of knowledge, environment and resources)

Matauranga (knowledge)

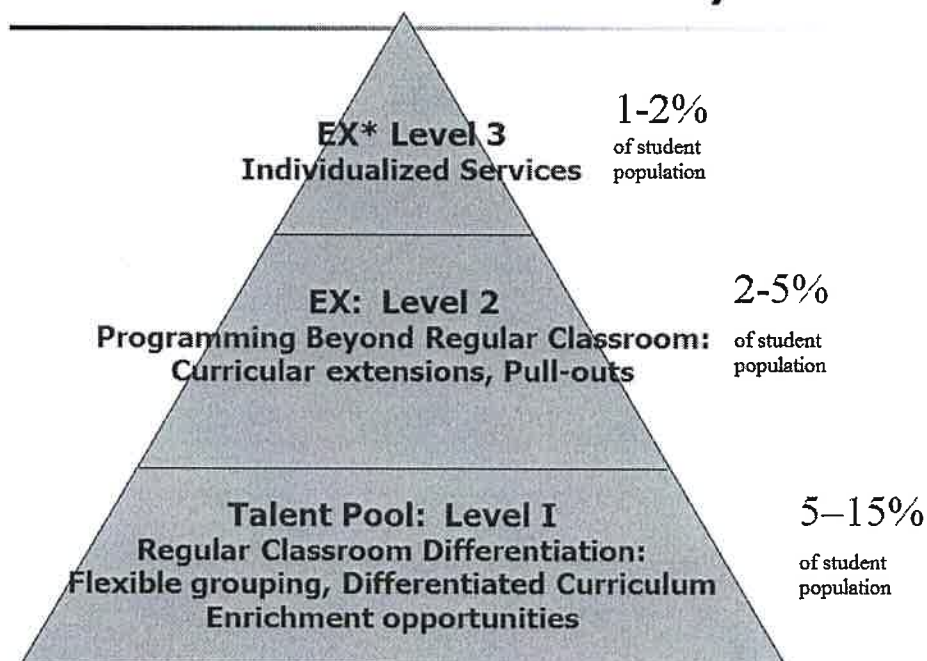
Tohungatanga (expertise – in curriculum and non-curriculum areas)

Tikanga (behaviour through protocols, customs and rituals that demonstrate and reinforce values and beliefs)

Tinana (physical)

Rangatiratanga (leadership)

The school accepts that within the group of gifted and talented there is a range of ability from mildly to profoundly gifted (See figure 1). All of these students will require differentiated learning within the classroom. Those who are highly, exceptionally or profoundly gifted may also require extra provision outside the classroom.



Gifted & Talented Identification Procedures

The purpose of identifying students' gifts and talents is to enable teachers to provide a responsive learning environment which will meet the needs of individuals.

Identification will include:

- Teacher checklist
- Teacher Assessment
- Parent Information
- Standardised tests
- Teacher knowledge and intuition

It may also include:

- Students portfolios and products
- Other standardised tests - Australian Competitions
- Peer/ Self nomination

Identification processes should:

- **Be inclusive** – following a multi-category approach and including a wider range of giftedness and talent (reference definition).
- **Be a flexible and continuous process** to allow for the recognition of gifted and talents which may emerge or be recognisable at any stage of a student's education.
- **Utilise a cumulative data base** so that identification is on-going and dynamic.
- **Begin early** (i.e. during the first year at school)
- Utilise **information from a variety of sources**, including classroom teacher observation and assessment as well as knowledge gained from other - eg parents, peers, and other teachers. A **multi-method approach** should not depend on just one piece of data but employ a variety of different approaches.
- Involve **open communication** between parents/caregivers, students, teachers, the Principal and the BOT.
- Be as **unobtrusive** as possible and a natural part of the students' learning environment.
- Use a **team approach** to coordinate identification processes.
- **Be alert to the hidden gifted or under-represented groups.** These may include - minority groups, different ethnic groups, and underachievers, those with learning, sensory and physical difficulties, those with social difficulties and those from lower socio-economic groups.

Annual Identification procedures:

Year 9 students

- Collation of data from Year 9 enrolment forms
- PAT data
- Entry test data
- Mid Yis
- Teacher Checklists filled in by staff

Tracking of students Year 10-13

Collation of tracking data from formative and summative assessments

Provisions

All teachers will provide for gifted and talented students in their classroom with differentiated learning. The school recognizes its partnership with parents, whanau and the wider community and acknowledges that gifts and talents may be provided outside of the school.

School wide provision will include:

- Academic mentors
- Ongoing, needs based professional development for staff
- A budget for necessary human and educational resources

Provision for differentiated learning for students whose needs extend beyond the classroom may be made through:

- IEPs
- Year level ability grouping
- Extension/enrichment groups
- Specialists / mentors working alongside teacher

School-wide provisions may also include:

- Whole year acceleration for outstanding multiple gifted students
- Cross-year grouping

In class provisions for differentiated learning for gifted and talented may include:

- IEPs
- Critical, creative and caring (ethical) thinking skills
- Independent study
- High ability co-operative learning groups
- Competitions
- Online learning (web quests)
- Thematic / integrated learning
- Field trips / excursions
- Ability grouping and/or interest grouping

- Higher level research skills
- Compacting courses

Policy Outcomes

1. Gifted and talented students are provided with opportunities to realise their potential, which means their diverse cognitive, emotional, physical and social needs need to be addressed.

Gifted and talented students are identified as early as possible using a range of criteria

When identifying gifted and talented students, the following factors should also be considered:

- The perceived need of some students to conform in order to gain peer acceptance;
 - Social and behavioural difficulties;
 - The fear of taking risks;
 - The lack of motivation to achieve in school-related tasks;
 - Poor self esteem;
 - Inappropriate curriculum;
 - Poor work habits and attitudes.
2. Gifted and talented students are to have a differentiated educational curriculum. Providing curriculum content that is broadly based and related to themes or issues;
 - Integrating multiple disciplines into an area of study;
 - Allowing for students' in-depth learning of a self-selected topic within an area of study;
 - Providing learning activities to encourage the development of abstract and higher order thinking skills; independent thinking and open inquiry; problem solving skills; research skills and self-understanding;
 - Presenting ideas and products that challenge existing ideas;
 - Focusing on open-ended tasks;
 - Encouraging resource-based learning;
 - Evaluating outcomes through a range of measures which may include self or peer appraisal, or observation;
 - Providing appropriate enrichment and extension activities.

3. Gifted and talented student's learning outcomes will improve when teachers have appropriate professional development and therefore teachers, where appropriate, will be encouraged to attend professional development courses.
4. To ensure the gifted and talented students are looked after socially and emotionally there will be a mentor provided for these students.

24.6.13

Date (Policy effective from)

Review Date

2016

Signature