

**POLICY: GIFTED AND TALENTED STUDENTS**

**“Catering for Students of Promise”**

**Rotorua Lakes High School Mission Statement:**

**“Rotorua Lakes High School will provide excellent education to every student”**

**“Ka whakarato te Kura nei ki nga taurira katoa, he matauranga pai rawa atu”**

**Rotorua Lakes High School Vision for GATE:**

Every teacher is a teacher of gifted students.(MOE 2003)

**PART ONE**

**Core Principles**

NAG 1 (iii)c reads:

“On the basis of good quality assessment information, identify students and groups of students:

- a) Who are not achieving
- b) Who are at risk of not achieving
- c) Who have special needs (including gifted and talented students), and
- d) Aspects of the curriculum which require particular attention.”

Based on the above, our school will strive towards implementing the following core principles as indicated by the Ministry:

- Schools should aim to provide all learners with an education matched to their individual learning needs.
- Gifted and talented learners are found within every group of society.
- Maori perspectives and values must be embodied in all aspects of the education of gifted learners.
- The school environment is a powerful catalyst for the demonstration and development of talent.
- Parents, caregivers and whanau should be given opportunities to be involved in decision-making regarding their children’s education.
- Programmes for gifted and talented students should be based upon sound practice, taking into account research and literature in the field.
- Gifted and talented students should be offered a curriculum rich in depth and breadth, and at a pace commensurate with their abilities.
- Schools should aim to meet the specific social and emotional needs of gifted and talented learners.
- Provision for gifted and talented students should be supported by ongoing high quality teacher education.

Source – [http://www.tki.otg.nz/r/gifted/initiatives\\_e.php](http://www.tki.otg.nz/r/gifted/initiatives_e.php)

**Definition**

At Rotorua Lakes High School a multi-category approach that acknowledges a diverse range of special abilities will be followed in identifying gifted and talented learners. The following definition has been adopted by Rotorua Lakes High School–

Gifted and Talented learners are those with exceptional abilities relative to most other people. These individuals have certain learning characteristics that give them the potential to achieve outstanding performance relative to their peers. They require different learning opportunities and may need emotional and social support to realize their potential. (MOE 2003)

The selection criteria

1. Will allow for recognition of both performance and potential
2. Will recognize that students have potential in more than one area
3. Will be based on the multi-category approach as researched by Massey University and defined as the “Massey Six”. These are:
  - Intellectual/Academic: Students with exceptional abilities compared to their peers in one or more areas of essential learning
  - Creativity: Students with general creative abilities as evidenced in their abilities to problem-find and problem-solve, and their innovative thinking and productivity.
  - Expression through the Visual and Performing Arts - Students with exceptional abilities in music, dance, drama and visual arts.
  - Social/Leadership – Students with outstanding interpersonal and intrapersonal abilities and qualities that enable them to act leadership roles.
  - Culture-specific abilities and qualities – Students with exceptional abilities and qualities valued by that student’s cultural or ethnic group, including traditional arts and crafts, pride in cultural identity, language ability and service to culture.
  - Expression through Physical/Sport – Students with exceptional physical abilities and skill, as evidenced through sport and/or health and physical education programmes.

(Adapted from Riley et al., 2003)

**Identification**

When identifying gifted and talented students the following criteria will inform the decision-making

- Academic assessment indicators
- Testing - Asttle, STAR, ([CEM Canterbury educational measurement reasoning \\$4.50 PAT the need for standardized data](#))
- Teacher nomination based on observation, discussion with students, work scrutiny
- Peer or self nomination
- Parent nomination and input
- Cultural input through consultation

- Data from contributing schools

It is important that triangulation of data occurs as part of the identification process. This relies on clear communication between the school, parent/caregiver, the student and all teachers involved in the child's education.

**Review**

The Gifted and Talented programme will undergo an annual review with all stakeholders and the Adviser, Gifted Education (Secondary) using the national Needs Analysis template.

**PART TWO****Guidelines and Procedures****A. Enrolment**

The Gifted and Talented coordinator will liaise with contributing schools in order to identify students who meet the established criteria. In response to information received from contributing schools, the GATE Coordinator will collate this data and contact parents. Other information will be gathered and continually revised through a combination of the following means –

- Parent indication on enrolment form
- A meeting with the student
- A meeting with the parents where a checklist will be filled in
- A Parents' Evening where the programme is explained and information from the Parents' Handbook is discussed
- Nomination Forms for teachers
- Tracking of students, mentoring and ongoing support

**B. In-class Approaches**

- Learning programmes are responsive to the needs, interests and abilities of individual students
- Negotiation, appropriate pace and choice are essential elements
- The social and emotional needs of gifted students are acknowledged and understood
- Inquiry will be guided and developed through Co-construction within authentic contexts.
- Levels of learning readiness and prior knowledge form the basis of unit and lesson planning
- Reflection, feedback, feed forward will form an integral part of learning conversations

### C. Enrichment Opportunities Beyond the Classroom

Opportunities will ensure that identified students have time to be together with like-minded people.

- The facilitation of Opportunities for projects for enquiry
- Mentors from the community
- Interchange with other schools
- Holiday seminars
- Learning retreats
- Pull out programmes

### D. Gifted and Talented Coordinator's Role

- Policy documentation
- Data gathering and collating
- Participating in, and sharing relevant professional learning
- Liaising with parents
- Mentoring, tracking and construct pathways for identified students
- Ensuring opportunities beyond the classroom are available
- Liaising with all departments
- Facilitating professional learning

A small committee will oversee all aspects of this programme and monitor the implementation of Policy and Procedures. The committee will submit an annual budget for approval. The committee will be responsible to the Principal.

The responsibility of this group will be to ensure that the Core Principles are embedded in the programme and linked to the vision that ***“Every teacher is a teacher of gifted and talented”***.

REVIEW: This policy will be reviewed according to the Board of Trustees' triennial Programme of self review (JUNE 2022)

DATE CONFIRMED: 25 JUNE 2019