



Te Kauwhata Primary School

'Learning Together' – 'Kia Ngatahi te Ako'

Gifted and Talented Education Policy

NAG 1: Curriculum

Definition:

Gifted and Talented students at Te Kauwhata Primary School are those who perform, or have the potential to perform at a level exceptional to their peer group, and whose abilities are valued by our school community and their own culture.

This may be evident through one or more of the following:

- academic
- creative
- physical and sporting
- social and leadership
- visual and performing arts
- technology
- cultural

Our school recognises and acknowledges the Treaty of Waitangi along with the beliefs and values of all cultures.

Rationale

NAG 1 (iii)c

National Administration Guideline (NAG) 1 (iii)c requires boards, through their principal and staff, to use good quality assessment information to identify students who have special needs (including gifted and talented), and to develop and implement teaching and learning strategies to meet the needs of these students.

Schools were notified about the inclusion of gifted and talented students in this NAG in December 2003, and have been required to implement gifted and talented provisions since Term 1, 2005. (School's Provision for Gifted and Talented students; Good Practice June 2008).

Purposes

1. To select learning and cultural experiences most suited to the pace, level and strengths of the identified students
2. To identify and develop the innate potential of gifted and talented students so that their abilities are recognised, valued and catered for appropriately
3. To provide opportunities for Gifted and Talented students to work together or individually as appropriate to their learning requirements

4. To give clear direction to all involved in matters of identification, teaching methods, monitoring, resources, records, programming, cooperating with and reporting to parents, and evaluation.
5. To put in place a differentiated approach to teaching, flexible enough to cater for the many kinds of special abilities.
6. To provide suitable professional learning for all staff. eg "Differentiated Learning Environments"
7. To develop effective management systems to support the continuity of these programmes, including documentation which ensures accurate tracking and ongoing evaluation, i.e. student management system

Guidelines

The National Curriculum 'Guidelines for Gifted and Talented Students' (2000) provides a framework from which Gifted and Talented students can be enriched and extended in their education.

1. Any Gifted and Talented programmes should aim at:
 - a. intellectual challenge through quality not quantity
 - b. developing self-direction and independence of thoughts and actions
 - c. encouraging originality and imagination
 - d. reflecting cultural diversity, beliefs and values
2. Ongoing gathering of information is necessary. Gifted and Talented abilities may emerge at different times of the child's schooling and in different circumstances.
3. Identification procedures will be ongoing and regularly reviewed. They will be carried out with consistency throughout the school year at regular intervals and recorded in the support register (eTap).
4. Flexibility in arrangement of programmes is essential. There may be need for in-class groupings, withdrawal groupings or individual education plans (IEPs)
5. Ongoing staff professional learning and in class support for teachers, provided by Leadership and outside providers will be essential for the success of GaTE programmes and development in-class and school wide.
6. The whole staff will share in the development of quality, manageable and flexible structures to achieve the purposes referred to above.
7. The strengths and interests of staff, as well as mentors from the wider community, will be utilised to maximise the learning opportunities provided for Gifted and Talented students.
8. The school will foster open communications with regards to the Gifted and Talented students. Leadership and staff will work collaboratively and consultatively with parents, whanau and the wider community to develop and build strong relationships.

Conclusion

Differentiated learning programmes in the classroom and school environment enable all students to participate in a wide range of challenging and enjoyable activities. Opportunities are made for Gifted and Talented students to share their ideas and special strengths with others so they have the ultimate satisfaction of experiencing personal fulfilment.

Approved by Board _____

Chairperson - signed for Board of Trustees

Date _____

Revised: _____

Chairperson - signed for the Board of Trustees

Date _____