



New Plymouth Girls' High School

Te Kura Taitamawāhine o Puke Ariki

Shape Your Future | Tāraia Tāu Wāheke

1.3 GIFTED AND TALENTS STUDENTS' POLICY (NAG 1)

Outcome Statement

Gifted and talented learners are those with advanced abilities relative to other students of the same age and cultural background. These individuals have certain characteristics that give them the potential to achieve outstanding performance.

New Plymouth Girls' High School is committed to its gifted and talented Māori and Pasifika students and recognises that in addition to the ability areas identified above, these students may demonstrate or show potential in areas specifically valued from within a Māori and/or Pasifika worldview.

Gifted and talented students often require different learning opportunities and may need emotional and social support to realise their potential (*Adapted from: Office of the Minister of Education, 2002, p2*).

Gifted and talented learners are recognised, valued, and empowered to develop their exceptional abilities and qualities through equitable access to differentiated and culturally responsive provisions (*Gifted and Talented Students: Meeting Their Needs in New Zealand Schools, Learning Media for MoE, 2012*).

Definitions

New Plymouth Girls' High School defines gifted and talented students as those learners who demonstrate or show the potential for a high level of performance in one or more of the following ability areas, when compared to others of similar age, background and experience: intellectual/academic, visual/performing arts, physical/sporting, creativity, social/leadership, cultural/knowledge skills (*Adapted from: Riley et al., 2004, p9*).

It is recognised that exceptional abilities may be demonstrated by a student's behaviour and responses as well as by their actual achievement at school and that within the school's group of gifted and talented students there is a wide range of ability from mild to profound.

Overarching Principles

1. To ensure that gifted and talented students are identified as early as possible based on a range of valid data.
2. To provide differentiated learning opportunities that will challenge and extend gifted and talented students in all areas of the curriculum.

3. To provide opportunities for academically talented students to undertake multi-level programmes.
4. To establish effective management systems to support the continuity and sustainability of these programmes throughout the school with on-going evaluation and reflection to enable improvement.

Expectations and limitations

1. Procedures for identifying gifted and talented students will be flexible, on-going, and inclusive, drawing from a wide range of sources to ensure that all relevant information is considered.
2. Focus dates will be set annually for the identification of gifted and talented students to be considered for extension programmes.
3. The school's approach towards gifted and talented students will:
 - a. Allow students to take control of their learning.
 - b. Partner with parents and whānau in the student's learning
 - c. Encourage teachers to have high expectations of the student's learning, knowing how they learn and then applying teaching strategies that support the student to reach their potential.
4. Parents/caregivers/whānau of gifted and talented students will be informed and consulted with regarding their daughter's progress and achievement prior to placement in special programmes.
5. Teachers will use a range of strategies to differentiate the regular classroom programme to cater for the special needs of gifted and talented students.
6. A variety of approaches will be used to provide regular opportunities for gifted and talented students to work with others who have similar interests and abilities, e.g. cluster grouping, cross-class grouping, withdrawal programmes, enrichment programmes and IE/QPs.
7. The strengths, abilities and interests of staff as well as mentors from the wider community will be utilised, where possible, to maximise the learning opportunities provided for gifted and talented students.
8. Multi-level learning programmes and opportunities are available for students capable of working at an advanced level. This may include NZ Scholarship programmes and University papers.
9. Staff professional development needs, resources and additional support to meet the needs of gifted and talented students will be considered annually.
10. The Gifted and Talented co-ordinator will annually report to the School Board on the progress and performance of the gifted and talented students.

Delegations

The Principal is the delegated Leader of Learning.

Legislative Compliance

N/A

Supporting Resources

TKI: <https://gifted.tki.org.nz/>

Professional Association for Gifted Education: <https://giftednz.org.nz/>

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