

Rational:

Allenton School is committed to an education programme that recognises individual differences and provides programmes relevant to the needs of all children. In accordance with NAG 1 (c), the school will identify, recognise, nurture and support students who demonstrate that they are highly able, gifted or have special talents, interests abilities or potential.

The school understands there are:

-Varying degrees of giftedness.

-Diverse areas of giftedness.

-Varying needs of the students that are catered for, to ensure the students full potential is developed.

**Definition:**

We believe that gifted students are those with the ‘potential to perform’ and that talented students are those who ‘are performing at superior levels’ to their same age peers. These students may show their potential or performance in one or more domains of ability. By recognising the difference between the concepts gifted and talented, we acknowledge that some of the students may not be yet achieving at their potential. Our task is to provide gifted students with opportunities and support to realise their potential and talented students with the opportunities to soar. (Gagné, 2008)



**Domains to be considered:**

● Intellectual (Oral Language, Written Language, Reading, Maths, Science, Social Sciences, Health, Technology, Dance, Drama, Visual Art, Sound Arts,)

● Social Skills (Leadership, Interpersonal)

● P.E. /Sport

* Cultural Traditions

The school is committed to its gifted and talented Maori students, and recognises that in addition to those areas above, these students may demonstrate or show potential in areas specifically valued from within a Maori worldview.

* 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)

The school also recognises the diversity, understandings and values of Pasifika and other cultures when identifying and catering for these students.

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.

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| Figure 1. Differentiation the curriculum for different levels of giftedness. |  |  |
| Mildly | IQ 120-130 | Many |
| Moderately | IQ 130-140 | Some |
| Highly | IQ 140+ | Few |
| Exceptionally | IQ 150+ | Very few |
| Profoundly | IQ 180+ | Rarely seen |

**Guidelines**

**Identification**

Staff will identify children who are “probably gifted” across the school from an early age using a range of methods (at least 3 from the list). Triangulated data should be collected from, parent consultation, formal data and observations to build a profile of each pupil. The following methods can be used:

* Teacher nomination
* Peer nomination
* Parent nomination
* Self nomination
* Formal data gathering (National Standard OTJs, e-asTTle, PATs)
* Teacher observation checklists (including underachievers characteristics and 2E characteristics)

Staff will file all GATE information in the front of the child’s yellow portfolio under Special Needs

(not in with any specific year’s data). A copy of the forms will be given to the GATE coordinator/s to be used for TAG enrichment planning and register maintenance.

**Register**

 A register is kept of identified students to monitor and track progress. This should be updated twice a year (mid / end of Term 2 and mid / end of Term 4). Each student will be classified using one of the more following codes:

1. Highly gifted, not readily catered for within the class programme.
2. Accelerated by a year or more.
3. Underachieving.
4. Gifted but catered for within the regular class programme.
5. Twice Exceptional (2E) gifted and different from others in the class (either learning, physical, sensory disability).

This register should be inclusive and proportionally representative of the cultural groups within our school - Maori, Pasifika, Twice exceptional and Underachieving students. It should also rate how strong the evidence is about each child - Strong/probable/borderline.

**Professional Development**

Professional development will be provided for teachers whenever necessary, to ensure they have the knowledge and skills to teach gifted students. This may take the form of whole school, syndicate ad /or individual teacher development. A mentor system is provided between a designated syndicate GATE person as well as the two TAG providers and GATE co-ordinator.

**Classroom Practice**

Teachers’ will provide challenging differentiated practice for all identified students by following the teaching as Inquiry process, REACH Model and Universal Design for Learning strategies. Students will be consulted on how they like to learn, and their interests. Teachers will understand and provide support for the social and emotional development of gifted students as well as their academic development. Ability grouping, acceleration for literacy and maths as well as other enrichment opportunities will be evident. Staff will document what has been done for each child during that calendar year on the Allenton School Register to build up long-term records. Each classroom teacher will work in partnership with the parents to support the child’s learning.

**GATE Coordinators Role**

A GATE Coordinator i oversees the school systems.

Responsibilities will include: working with whole staff, Syndicate Leaders/ teams and individual teachers. Reporting to management and the Board of Trustees, liaising with parents and coordinating any pull out programmes. Providing an annual 3 Year Action plan for long term planning, PD and resourcing goals.

**Class Placement**

Management will consider cluster grouping, and teacher expertise in the placement of gifted students. Acceleration of students will be considered on an individual basis, through consultation with teachers (both the current class teacher and the receiving teacher), parents, child and the GATE coordinator. Subject acceleration will be used as the need arises.

**Resourcing**

A budget is allocated to provide suitable resources to support teacher’s programmes.

**Review**

Evaluation of programmes will include staff on Assembly, students and parents. This will be carried out in Term 2 and Term 4 each year.