

GOLDEN BAY HIGH SCHOOL GIFTED AND TALENTED POLICY

RATIONALE:

We believe all students at Golden Bay High School are special and have talents unique to them. Our aim is to nurture these talents over the course of time at GBHS. However we also recognise that some of our students display special gifts and talents that require additional support and encouragement to nurture in order to be able to fulfil their potential.

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 for outstanding performance

Initiatives for Gifted and Talented Learners (MOE, 2002)

Within our school there are students who display exceptional abilities within a number of fields when compared to their peers. The potential ability to perform at a high level across a range of areas would identify these individuals as Gifted.

There are also students who have the potential to achieve at a high level within one area including sport, music, art or an academic field. These students we regard as talented.

Gifted and talented students may have different needs compared to their peers in order to be able to achieve their potential. It is our responsibility to nurture these gifts and talents by encouragement along with providing support and opportunities to succeed. Their needs may not always be catered for by the learning experiences provided for their peers in the normal classroom environment. They may also need emotional and social support in order to gain fulfilment.

GUIDELINES:

1. The specific gifts and talents of individual students may be displayed in one or more of the following areas:
 - Linguistic: language skills, oral, written, mother-tongue or foreign language.
 - Logical: mathematical-high ability in the sciences more academic areas of the curriculum.
 - Musical: high ability in music, signing and related areas.
 - Spatial: the ability to accurately perceive, manipulate and create forms.
 - Bodily: kinaesthetic-body control and handling of objects.
 - Interpersonal: skill in reading the moods and intentions of others; leadership; awareness of justice/injustice in society; team skills; care-giving; human services.
 - Intrapersonal: understanding one's own feelings, and using that insight to guide behaviour.
 - Naturalism: an intense interest in, and passion for, environmental issues.
 - Existentialism: highly developed spiritual awareness; deep-seated beliefs in ethical, philosophical, or religious issues.
 - Cultural: students with a specific awareness of ideas, concepts and other aspects relating to cultural heritage. Included here would be emphasis on gifts and talents relating to Maori
 - Entrepreneurial: an awareness and talents relating to economic endeavours

2. Students with talents relating to a narrow field of endeavour are probably best catered for within the specific curriculum area of the talent. The emphasis here for our school should be extension or

the provision if possible of specialist coaching/mentoring. Examples would include such areas as music tuition, sports coaching, and opportunities to sit exams such as Australian Schools Science.

Students displaying gifts across a variety of areas require a broader concept of support. As a small school we should be flexible within both our concept of giftedness and our provision of support to these individuals. The needs of gifted students are again best met within specific curriculum areas when possible, but do require some holistic overview to ensure that our gifted students are able to nurture all their gifts.

In all cases the emphasis should be on differentiation of the curriculum where possible.

3. **Identification:** Golden Bay High School will in accordance with best practice use a variety of methods to identify gifted and talented students. Our small size should allow us to use a flexible approach. Students can be identified by:
- Academic success and baseline data
 - Success with a particular area of endeavour such as sport or music
 - Recommendation by primary schools or past schools
 - Recommendation by teachers based on professional judgement
 - Recommendation by parents and caregivers
 - Recommendation by peers
 - Students placing themselves forward with areas of particular interest or passion

Adopted by the Board of Trustees on: 24 August 2015

Review Date: 2018

APPENDIX 1:
THE ROLE OF THE GIFTED AND TALENTED COORDINATOR

The school will provide a fixed term management unit for a member of staff to be the Gifted and Talented Coordinator.

- Provide support to colleagues and other interested groups such as parents to help identify gifted and talented
- Maintain a register of gifted and talented students
- Maintain details about specific opportunities provided within different aspects of the school
- Track progress of gifted and talented students
This should involve the analysis of asTTle data and other assessment information to help monitor student progress over time, and later to compare to NCEA results.
- Coordinate opportunities for gifted students
This should involve helping HODs and classroom teachers to put programs into place for individual students identified. It would also involve coordinating cross over between different curriculum areas.
- Support colleagues in accessing relevant professional development and support for gifted and talented students within their own curriculum areas.
- Assist in providing opportunities beyond the classroom for students whose gifts and talents are not catered for within the mainstream curriculum.