

Nelson College Policy



N E L S O N
C O L L E G E

1.8 GIFTED & TALENTED STUDENTS

Approved by: Board of Trustees
Contact: Headmaster
Reviewed by: G&T Coordinator (GiTCo)
Team

Date effective: Aug 2016
Review date: Aug 2019
Group: Senior Leadership

Policy Statement

Through its GaTMO (Gifted and Talented, Highly Motivated) student programme, Nelson College will identify Gifted and Talented students, will develop and implement a variety of teaching and learning strategies to address individual/collective needs, and will provide appropriate programmes and support to meet their needs (both in the students' domains of exceptionality, and within the concomitant psycho-affective realms) inside and outside the classroom. Interventions will be led and supported by the GiTCo (Gifted & Talented Coordinator) in conjunction with departmental staff.

Policy Rationale:

- Every student enrolled at Nelson College has the right to access programmes and support that allow them to meet their potential. (NC Strategic Objective: Academic Excellence - curriculum and assessment - "students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.")
- Students are best able to realise their full potential when their special needs (such as a gift or talent in an academic or co-curricular area) are recognised, and when the courses and activities they undertake, as well as the learning resources and teaching approaches used, are tailored to their needs.
- The policy fulfils the college's obligations to the NAG Guidelines 1(c)iii and 1(d).

Responsibility for Implementation

- **Board of Trustees**
Will delegate responsibility for implementation of the policy to the Headmaster.
- **Headmaster**
Will ensure policies and procedures catering for GaTMO students are integrated into the college curriculum.
Will ensure appropriate testing, support & resourcing streams are accessed.
Will designate staff responsible for this policy and enactment.
Will determine and provide an appropriate level of budgetary/financial support.
- **Deans**
- Will liaise with the GiTCo with regard to learning plans and other provision and will share responsibility with GiTCo for communication with class/subject teachers.

- **HOFs/HODs**
Will ensure departmental identification, provision and evaluation of efforts to meet the needs of GaTMO students, and will coordinate this with the GiTCo.
Will conduct reviews of their provision for Gifted Students in annual departmental reports, as part of their annual departmental review cycles, in unit reflection sheets for departmental teachers, as part of their budgetary considerations and annual budget considerations, and as a part of departmental meetings.
- **GiTCo**
Will develop and implement G&T identification testing and reporting regimes, with special emphasis on surfacing “unseen” gifted students: especially those with asynchronous development or twice exceptional educational needs, such as G/T students with ASD diagnoses; and those from minority groups such as refugee students, racial/ethnic minority groups and low socio-economic groups, including priority Maori and Pasifika learners.
- Will communicate to students, parents, classroom teachers, management and overall staff, and support the implementation of, a range of best practices, strategies, tactics and resources which can meet the needs of identified G/T students, including IEPs, psycho-affective and socio-affective interventions, and resources outside the school, if necessary,
- Will coordinate events and activities to support G/T activities within the school and experiences outside of the school.
- Will be a standing member of the Academic Excellence Committee, making sure the needs of GaTMO students are considered in important decisions regarding academics.
- Will lead the GaTMO Working Group of teachers representing each department of the school.
- Will provide ongoing evaluation of various efforts to support GaTMO students and, based on evaluative data and expertise, recommend improved ways of meeting the needs of these students.
- Will provide ongoing professional development opportunities for staff concerning G/T students.

Teaching Staff

Will work with HODs, Deans and GiTCo to meet the needs, and maximise the benefits of education for, GaTMO students.

Counseling Staff, SENCO & Other Specialist Staff

- Will work with the GiTCo to ensure that appropriate psycho-affective, socio-affective and learning support approaches and interventions are in place to support G/T students, especially those with asynchronous development, twice-exceptional needs, profound giftedness and underachieving profiles.

Procedures

- Intake process from contributing schools
- Testing follow through
- Needs and ability profiling
- Student briefing
- Family involvement/meeting and finalisation of profiling
- Teacher awareness meetings
- Learning differentiation and provision of outside school opportunities by teachers/GiTCO
- Periodic evaluation for effectiveness or changed needs

Identification/Provision/Evaluation/Reflection & Improvement Process

- NC sends letter to contributing schools, surveying them on incoming students who have traits of exceptionality [survey devised by NC GiTCO, criteria not subjective to each school]
- Once NC get the results from feeder schools we make a list of boys to test who meet 3 of these traits (or GiTCO has discretion to make it less if the case merits), and combine this with any other recommendations/suspicious that a boy should be tested.
- Headmaster/GiTCO sends the parents a letter asking for permission to test.
- GiTCO then usually tests them using Raven's ADVANCED progressive matrices test. Sometimes uses the Shipley 2 test (vocabulary, abstraction or block patterns). If a student doesn't do well on the Raven's test and GiTCO thinks they are very creative then might use the Torrance Test of Creativity as another rough screener In addition to all this parents fill out the REACH Parent Survey devised by REACH Gifted Education Consultancy. Might in addition use either the Purdue Observation Scale or the Teacher Observation Scale or use other tools like administering a class sociogram or observing the boy in class. If the parent has had a Woodcock Johnson, WISC 4 or other cognitive ability test administered by a psychologist GiTCO will use that data as well.
- GiTCO then writes up a report that synthesises all this meet with the parents and student together to go over it, see if they think there are inaccuracies and make changes if needed.
- Then GiTCO meets with that student's teachers to debrief them on the report (usually sending the full report or a summarized version before the meeting).
- Discussion ensues about how to support the student and GiTCO tells them that if they are struggling with what to do they should first talk to the departmental GaTMO reps (people from each major department GiTCO has started training), and if they still need help to see GiTCO.
- Staff then internalises this information to change how they accommodate these students in daily practice, process and programming.
- Teachers differentiate for the student and GiTCO checks in with the department reps from the GaTMO Working Group, the student and parents and to some degree the core class teachers to see how it is going before the end of the year. Then we modify for

next year if needed -- change how NC accommodates these students in daily practice, overall policy, process and programming.

- This process (minus the initial step of contacting the feeder schools – but including some kind of intake survey) can also be initiated by a referral from teaching staff or any other professional staff member; and/or it can be initiated by the GiTCo, and/or it can be initiated by parent or student.
- Professional development for teaching staff – especially for departmental GaTMO reps
- Interview students and make sure that school's efforts to be accessible and supportive of them is effectively supporting and sustaining their learning, socialisation and psycho-affective health.