

Gifted and Talented Procedure

Introduction

At Paraparaumu Beach School, we are committed to recognising and responding to the diverse gifts, talents, and exceptional strengths of our ākonga. We aim to create an inclusive learning environment that affirms identity, promotes high expectations, and provides equitable opportunities for every learner to thrive.

Definition

(Adapted from Gifted and Talented Students: Meeting Their Needs in New Zealand Schools, 2012, p. 23)

Gifted and talented students are those who show exceptional ability or potential significantly beyond those of their peers across a wide range of areas. This may include:

- New Zealand Curriculum learning areas – such as english, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology.
- Creativity – refers to learners with general creative abilities, as evidenced in their ability to problem-find, problem-solve, and apply innovative thinking.
- Social/Leadership – refers to learners with interpersonal and intrapersonal abilities and qualities that enable them to act in leadership roles.
- The arts (visual or performing) – refers to learners who express themselves through music, dance, drama, and visual arts.
- Cultural-specific abilities and qualities – refers to talents valued by a learner's cultural or ethnic group, including traditional arts and crafts, pride in cultural identity, language ability, and service to the culture.
- Physical/Sport – refers to learners with excellent physical abilities and skills, as demonstrated through sport or health and physical education.

Giftedness may not always be obvious. Factors such as learning difficulties, behavioural differences, or cultural diversity can mask potential. We are committed to recognising all forms of giftedness, including those that are not yet fully demonstrated.

Guidelines

At PBS, we will:

- Value and support the abilities and strengths of all students
- Provide inclusive, culturally responsive, and equitable learning opportunities
- Offer enrichment through differentiated classroom practice and extension programmes
- Use the Ministry of Education's Identifying Gifted Learners in Aotearoa New Zealand Schools checklist

- Regularly monitor and review student progress
- Minimise barriers to achievement
- Recognise that many strategies for gifted learners also benefit all students
- Utilise differentiated educational programmes and/or services where applicable

Cultural Responsiveness

We affirm the importance of recognising giftedness in diverse cultural contexts.

Māori concepts include:

- Mātauranga – knowledge, wisdom, intellectual strength
- Rangatiratanga – leadership and self-determination
- Kaitiakitanga – stewardship of knowledge and the environment
- Whanaungatanga – strong relationships and connectedness
- Manaakitanga – care, respect, and generosity
- Ngā mahi a rēhia – creative and physical expression
- Wairuatanga – balance, harmony, and spirituality

Pasifika concepts include:

- Spirituality
- Leadership
- Sense of belonging
- Relationships
- Inclusion
- Service
- Respect
- Reciprocity

(Gifted and Talented Students: Meeting Their Needs in New Zealand Schools, 2012, p. 36)

Identification

In even years, for all students during Term 3. In odd years, only new students (including New Entrants) are identified during Term 3.

Teachers use the [checklist attached \(Appendix 1\)](#) to identify gifted learners.

All data is recorded in the school's student management system, ensuring visibility and informing planning for extension and support.

Learning Provision at PBS

Teachers plan for gifted and talented students by:

- Differentiating the curriculum based on strengths, interests, and learning profiles
- Using flexible grouping and student choice
- Integrating enrichment into everyday teaching
- Providing opportunities for acceleration where appropriate
- Recognising cultural identity as a foundation for learning

Across-School Enrichment Examples

- Kiwi Competitions, Speech Cup, and Otago Maths Challenge
- Kōtui Ako opportunities
- Tournament of Minds
- Creative and performing arts groups (e.g. choir, talent quest, Artsplash, dance)
- Leadership and service roles (e.g. student council, sports ambassadors, road patrol)
- Kapa Haka, te reo Māori, Pasifika Group

Syndicate Enrichment Examples

- Tātahi (Years 0–2): Learning Through Play encourages exploration, oral language, and creativity in an inclusive environment.
- Ngaru (Years 3–4): Student voice shapes inquiry-based, choice-driven learning experiences.
- Te Moana (Years 5–6): Programmes like Wicked Wednesday encourage agency through inquiry, electives, and goal setting.
- Te Motu (Years 7–8): Students participate in differentiated literacy and maths, and inquiry-based learning. Targeted extension opportunities include Otago Problem Solving, EPro8, and Education Perfect.

Assessment and Monitoring

The progress of identified learners is tracked through:

- HERO tagging
- Teacher observations and assessment data
- Learner voice and reflection
- Moderation conversations within and across syndicates

Whānau are partners in this process, receiving timely communication and opportunities for input.

Gifted and Talented Coordinator Responsibilities

The Gifted and Talented Coordinator will:

- Oversee the gifted and talented register and identification process

- Support teachers to meet the needs of identified learners
- Promote school-wide enrichment opportunities
- Encourage culturally responsive and inclusive practice

Conclusion

Gifted and talented education at PBS is embedded in inclusive, responsive, and strengths-based practice. Through early identification, targeted support, and enriching learning opportunities, we aim to nurture the diverse talents of every learner.

Review: May 2025

Appendix A: Identifying giftedness in Aotearoa New Zealand schools

Use this list to help with the identification of students in your class. The student/s need to demonstrate, or show the potential to demonstrate, abilities or qualities significantly beyond those of their peers in one or more domains.

Domain	Characteristics/abilities
<u>Intellectual Abilities</u>	<p>An intellectually gifted learner may:</p> <ul style="list-style-type: none">● be quick to understand new concepts● think quickly● recall facts and concepts easily● use advanced vocabulary● have a large knowledge base● see patterns & relationships● make connections● be able to generalize, propose big ideas● think logically● reason critically● judge/challenge critically● ask probing questions● like an intellectual challenge● prefer accurate and valid solutions● formulate and support ideas with evidence● jump stages in learning● be an avid reader or writer● find as well as solve problems● independently seek to discover the why and how of things● strive for high standards of personal achievement

<p><u>Creative Abilities</u></p>	<p>A creatively gifted learner may:</p> <ul style="list-style-type: none"> ● be questioning ● be curious ● have a keen sense of humour, sophisticated for age ● speculate and think about the future or the past ● demonstrates awareness of aesthetic qualities ● be fluent (has lots of ideas) ● be flexible (a range of different ideas) ● be playful with ideas ● be willing to take risks/experiment with ideas ● produce unusual/different/original works
<p><u>Visual or performing arts</u></p>	<p>A learner gifted in the arts may:</p> <ul style="list-style-type: none"> ● be competitive in any of the arts ● lead others in artistic pursuits ● be highly motivated to improve expressive skills ● produce original works superior to others of their age ● have a strong reaction to being in the limelight—either positive or negative ● analyse and interpret their observations and present them artistically ● respond emotionally to the arts and their surroundings ● be particularly sensitive to patterns ● have the ability to visualise ● engage effectively with an audience through their work or themselves.

Personal/Social qualities

A gifted leader may:

- have a highly developed moral and ethical sense
- have emotional depth and intensity
- have unusual sensitivity to the feelings and expectations of others
- be concerned about social/cultural problems
- have an intense need for equity and fairness
- spend time thinking about feelings and/or emotions
- describe their feelings with great precision
- relate well to older children and adults, and often prefer their company
- be willing to take personal action/be of service
- synthesise ideas from group members to formulate a plan of action
- actively seek leadership in social situations
- be adaptable and flexible in new situations.
- show awhinatanga (helping & serving others)
- show manaakitanga (hospitality)
- show whanaungatanga (relationships)
- show aroha (love for, caring & sensitivity to others).

<p><u>Culture-specific abilities and qualities</u></p>	<p>A culturally gifted learner may:</p> <ul style="list-style-type: none"> • have knowledge of cultural traditions and practices • be able to share aspects of their culture with others • have mana amongst peers from the same culture • be able to lead others in cultural contexts • be able to express themselves through culturally derived performance, art, dress or technologies • speak two or more languages fluently • be driven to be of service to their culture/community • be able to move between cultural worlds • have pride in their culture.
<p><u>Athletic Abilities (sport/physical)</u></p>	<p>A learner gifted in physical activity or sport may:</p> <ul style="list-style-type: none"> • be rhythmic • be athletic • like to play physically • be coordinated, balanced and confident in physical activities • be energetic • have extensive knowledge of the rules and regulations, history and current status of a particular sport or physical activity • demonstrate endurance, stamina and persistence in physical activities • excel in one or more sports • actively seek leadership in sporting activities