

NORTHCROSS INTERMEDIATE SCHOOL GIFTED AND TALENTED POLICY DEVELOPMENT



Glenis Martin

WHERE DO WE START?



IMPLEMENTATION PLAN

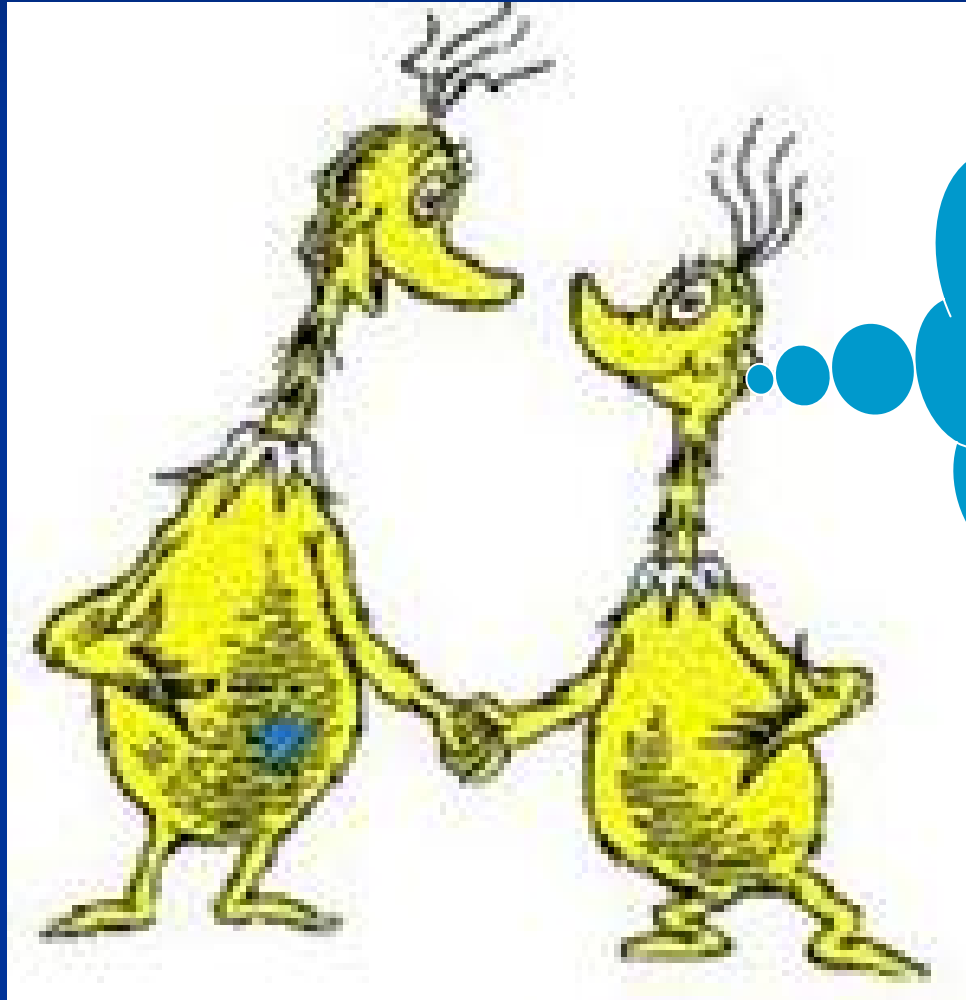
“Unless there are some common understandings about who gifted children are and what their needs are, identification, programming and policy development will be hard to achieve effectively” (Taylor. S. 2001, p.5)

Implementation Plan 2004

UNDERACHIEVING



WHO ARE THE G/T AT NORTHCROSS INTERMEDIATE?



Can you tell
me how I
can be like
you?

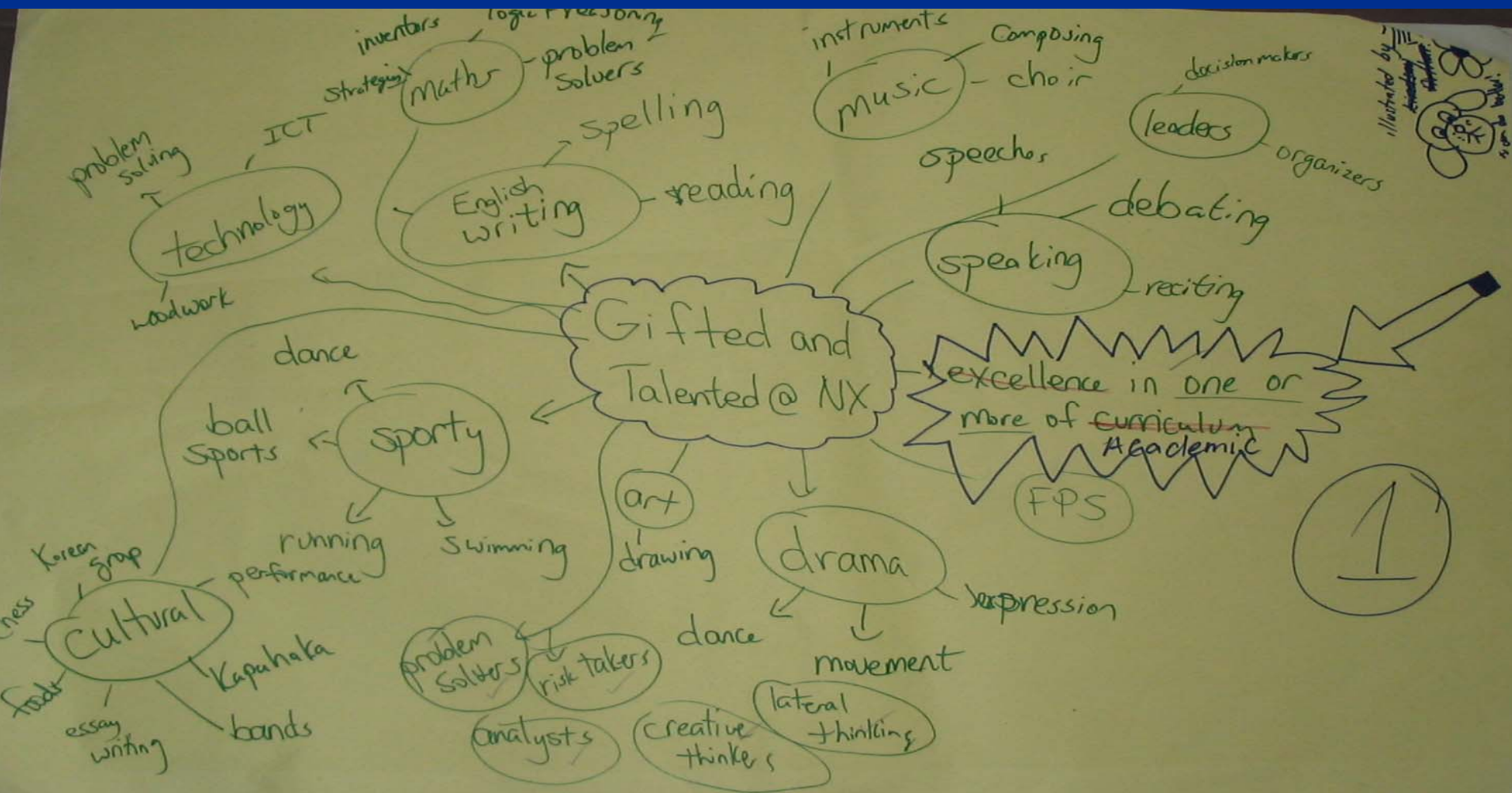
STAFF MEETING

WHO ARE THE GIFTED AND
TALENTED STUDENTS AT NX?

WHAT PROGRAMMES ARE IN PLACE
NOW?

IF MONEY WAS KNOW ISSUE, WHAT
WOULD WHAT WOULD YOU LIKE TO
SUPPORT THIS?

WHAT ARE WE DOING ALREADY FOR OUR G/T STUDENTS AT NORTHCROSS?



TEACHER RESPONSE - 2004 DATA



TEACHERS' ATTITUDINAL SURVEY 2004

G/T Students Display

Musical Ability	1	High Academic Achievement	1
Sporting Ability	2	Challenges and Questions	1
Good Literacy Skills	2	Doesn't like unfairness	1
Competing in NSW exams	1	An Advance Vocabulary	1
FPS skills	1	Lateral Thinking	1
Artistic Ability	2	Divergent Thinker	1
Strama ability	1	Passion about Topics	1
Leadership skills	2	Many abilities/talents	2
Retentive Memory	1	Excellent Problem Solving Skills	1
Deep Thinking skills	1	Can be Naughty and Unsettled	1
Sensitivity	1	The ability to analyse subjects	1
Are Inspired to do there best	2		
Thinking Beyond the square	1		

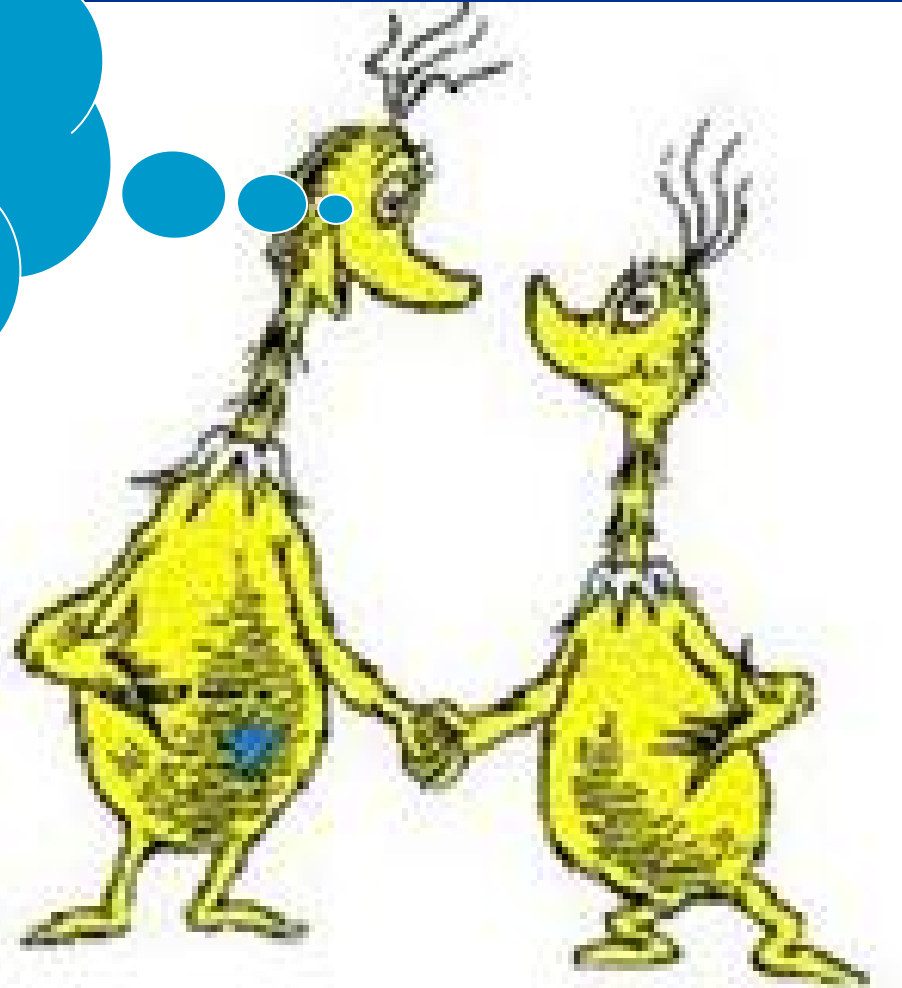
PAPER BAG LUNCH

- **Optional**
- **30 staff attended**
- **Established an interest**
- **Established a need**



AT LONG LAST WE HAD A DEFINITION FOR THE SNEECHES

I now know
how to get a
star upon
thars....do you
want to know?



DEFINITION FOR GIFTED AND TALENTED STUDENTS AT NORTHCROSS

G/T students at Northcross Intermediate School are those students that display cognitive (intellectual), social and emotion precocity beyond that of their peers.

Giftedness refers to a student's potential which may through a developmental process, emerge in one or more areas of special ability. Northcross Intermediate School defines their G/T students using a multi-category approach that includes the domains of:

- Intellectual
- Creative
- Social Leadership
- Subjects in the curriculum
- Visual/performing arts
- Psychomotor ability

Northcross intermediate School accepts that giftedness is evidence in all societal groups, regardless of culture, ethnicity, socioeconomic status, gender, or disability (learning, physical, or behavioural).

PROFESSIONAL DEVELOPMENT

**WHO:
ROGER MOLTZEN**



PROFESSIONAL DEVELOPMENT



**HOW DO WE
IDENTIFY?**

PAM HOOK

(Hooked-on-Thinking)

STAFF MEETING

CURRICULUM COMMITTEES

TASK:

Each curriculum committee was to come up with a checklist or inventory of 5 points for defining:

- A top Science student is one who.....
- A top Maths student is one who.....
- A top Literacy student is one who....
- A top Sports person is one who...
- A top Arts student is one who.....
- A top Technology student is one who.....
- A top Social Studies student is one who....



A top LITERACY student for READING is one who...

1. Advanced comprehension
2. Avid reader of a wide range of sophisticated texts.
3. Able to predict, select, interpret, critique, evaluate and retell from a range of texts.
4. Sustain concentration

A top MATHS student is one who...

1. Has an unusually keen awareness of and intense curiosity about numeric information.
2. Has an unusual quickness in learning, understanding and applying mathematical ideas.
3. Has a high ability to think and work abstractly and the ability to see mathematical patterns and relationships.
4. Has an unusual ability to think and work with mathematical problems in flexible, creative ways rather than in a stereotypic fashion.
5. Has an unusual ability to transfer learning to new untaught mathematical situations.

Reference: www.kidsource.com/Kidsource/content/math-Talent.html

A top SCIENCE student is one who..

1. Has intellectual ability above the level of their peers, will enable them to ask rich questions of themselves and others.
2. Use their developed knowledge to make predictions and observations and use these as possible solutions.
3. Develop open ended questions which will encourage imaginative and creative thinking which will enable them to explore ideas laterally.
4. Understand and apply the scientific processes and accept the results even if they don't meet expectations.
5. Grasps higher level concepts easily.

A top ARTS student is one who...

1. Is a risk taker – student's will go beyond the teacher's motivation and requirements. This however must have a successful outcome.
2. Have a passion – students will have a work ethic that also drives them.
3. Students will make connections and inferences that make their expressions meaningful to themselves and the audience.
4. The response to the normal programme will be focussed and will utilise sophisticated processes.
5. To aspire to value what has gone before and what may lie ahead.

A top P.E and SPORT student is one who...

1. Has a high level of skill across 4 different domains of physical literacy.
2. Learns, acquires and processes these skills faster, more accurately and with less practice.
3. Has the ability to read a game/pattern of play/strategy/tactics faster and implement them more accurately and faster.
4. Exceptional communication skills, especially in regards to implementing the above with others and teamwork.
5. Has leadership potential and tries to use it in training/game situations. Tries to lead a group when the opportunity arises.

A top SOCIAL STUDIES student is
one who...

ANALYSISING-INQUIRERS

1. Natural curiosity and the skills necessary to conduct constructive research.

CREATIVITY/EVALUATING THINKERS

2. Critical, creative, empathic thinkers

UNDERSTANDING – OPEN MINDEDNESS

3. Respect of views, beliefs, cultures, religions, values and traditions.

A top TECHNOLOGY student is one who.....

1. Is naturally inquisitive and interested in how things work.
2. Can apply a design process across; multi-technologies to find solutions that work appropriately to the problems.
3. Has vision beyond the step in the process they are currently working on.
4. Can have understanding that their actions will impact on society and discuss this effect.
5. Inherently understands the values, ethics, and morals that influence technological decisions and can discuss these issues.

IDENTIFICATION OF G/T STUDENTS AT NX.

- PARENTS NOMINATION
- PEER NOMINATION
- TEACHER OBSERVATION
- CURRICULUM COMMITTEE CHECK
LISTS
- DATA
- CULTURAL ACTIVITES
- EXTRA CURRICULAR ACTIVITIES

DATA

- **ASTTLE-Formative testing**
- **New South Wales Testing**
- **Essential skills**
- **Any Competitions**
- **PAT- Reading Comp**
- **PROBE**
- **Pre-Post Maths**



WHAT ARE WE GOING TO DO
WITH ALL OF THIS DATA?



8
53

CURRICULUM AREAS

STUDENT'S NAME	TCR OBSERV	LITERACY	MATHS	SCIENCE	ARTS	PE/SPORT	SOCIAL STUDIES	TECH	ASTTLE/ Probe Above Level 5B 715†	EXAMS NSW etc	PARENT OBS	PEER OBS	OTHER Extra curricular	CULTURAL
Kate		[Redacted]												
en, Chloe						[Redacted]								
ly, Brandon			[Redacted]											
illie, Carrie					[Redacted]		[Redacted]						FPS	
illie, Kara					[Redacted]									
s, Tom			[Redacted]											
s, 5B														
Jacob						[Redacted]								
ill, Donovan					[Redacted]								Entertainment!	
lderson, Elise														
son, Matt														
er, Logan														
krenn, Jade						[Redacted]								
on, Julie														
th, Matt			[Redacted]			[Redacted]								
on, Rachel														
ord, Rachael														
son, Sam														
Zane														
tylanny					[Redacted]									
e, Ben									[Redacted]					
s, Dylan														
ohr, Kasaloe														
er, Kirk					[Redacted]									
son, Carmen					[Redacted]									
or, Becky					[Redacted]									
ar, Callum														
son, Helen, Jordan					[Redacted]									
ams Sarah														

Asttle 81st

5B

8B

5B 719

715†

FPS

Entertainment!

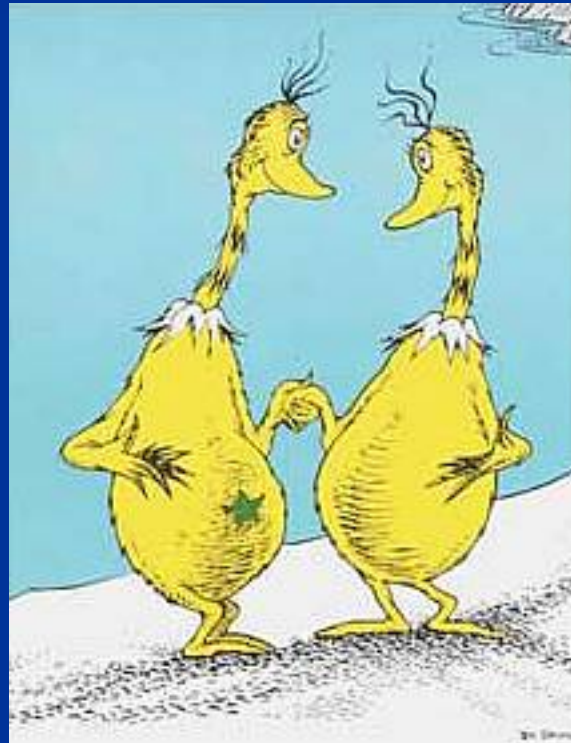
ICT

FPS

TEACHERS' ATTITUDINAL SURVEY 2005

Demonstrates original thoughts and ideas	12	Long attention span	3
Quick to share ideas	5	Lateral thinker	3
Highly motivated	5	Often intolerant of others	1
Risk taker	3	Can be confrontational	1
Challenges and questions	12	Corrects the teacher	1
Unusual thoughts	2	Works quickly through activities	1
Thinking beyond the square	5	High test scores	1
Has a sense of humour	7	Prepared to do their own thing	2
Is enthusiastic	3	Passionate about topics	1
Doesn't like unfairness	2	Multi-tasked	1
Has a social conscience	4	Many abilities and talents	1
Likes books and puzzles	2	Has ability to analyse subjects	3
Has bright eyes	1	Entrepreneurial spirit	2

COMPARATIVE DATA CHANGING MINDSETS



COMPARATIVE DATA CHANGING MINDSETS FROM 2004-2005

2004

2005

Musical Ability	1	Demonstrates original thoughts and ideas	12	
Sporting Ability	2	Quick to share ideas	5	
Good Literacy Skills	2	Highly motivated	5	
Competing in NSW exams	1	Risk taker	3	
FPS skills	1	Challenges and questions	12	
Artistic Ability	2	Unusual thoughts	2	
Strama ability	1	Thinking beyond the square	5	
Leadership skills	2	Has a sense of humour	7	
Retentive Memory	1	Is enthusiastic	3	
Deep Thinking skills	1	Doesn't like unfairness	2	
Sensitivity	1	Has a social conscience	4	
Are Inspired to do there best	2	Likes books and puzzles	2	
Thinking Beyond the square	1	Has bright eyes	1	

HOW CAN I TEACH A SNEETCH?



PROFESSIONAL DEVELOPMENT

**WHAT ARE WE
GOING TO DO?**

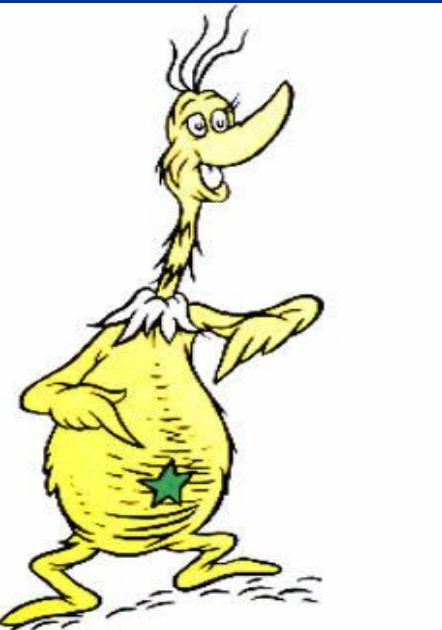
DR TRACEY RILEY



An inclusive approach

“That children with special abilities can be provided for in an inclusive setting”

Taylor (2001, p.4)



DIFFERENTIATION

David George (1997) states, differentiation is the “process of assessing individual needs and responding with appropriate learning experiences” (p.10).

WHAT IS DIFFERENTIATION?

WHAT ON EARTH DO I DO?

**HOW CAN I DO THIS AND STILL KEEP MY
SANITY?**

TEACHERS' ATTITUDINAL SURVEY

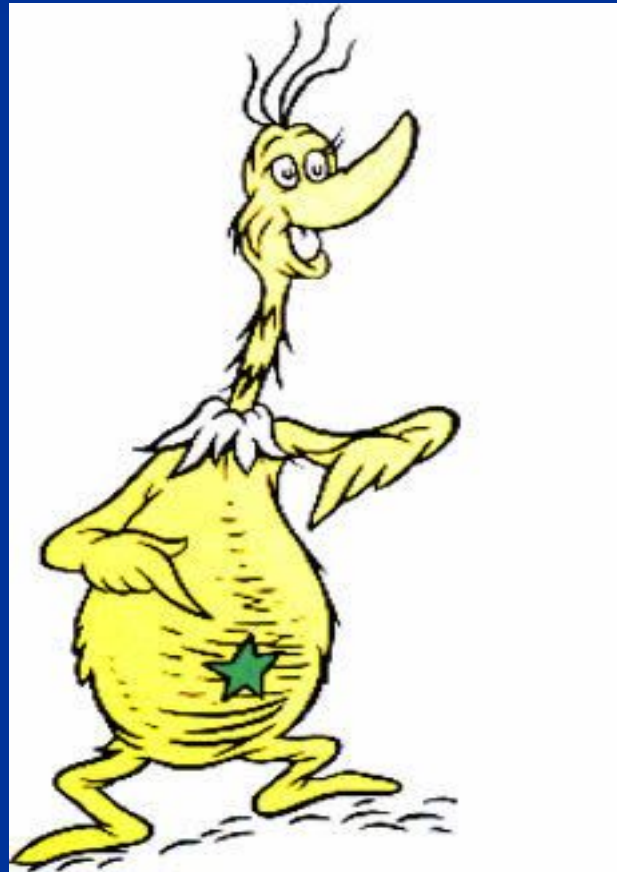
2006

Challenges and questions	Sees the big picture quickly
Depth and sophistication in written work	Believes in justice
Fast acquisition of knowledge	Can be busy and driven
Able to use ideas across the curriculum	Can be so focused can appear rude or engrossed
Gifted and talented in one or more areas	Interprets/translates texts into new areas/levels
High vocabulary	Open to suggestions
Can be so focussed, can appear rude or engrossed	Manipulation of information leading to unique insights
Interested in new ideas	Excellent skills in higher order thinking
Looks for opportunities	Has a rage to master
Motivated if challenged	Global awareness

SUMMARY OF THE JOURNEY

1. **Developed Implementation Plan.**
2. **Developed a Draft Policy.**
3. **Staff Professional Development.**
4. **Identification of G/T students at Northcross Intermediate.**
5. **Implemented a unique tracking system.**
6. **Investigated approaches for differentiating the curriculum for Northcross students.**

WHERE TO NEXT
THE FUTURE OF OUR
SNEETCHES?



OUR FUTURE DIRECTION

- DATA COLLECTION 2006
- CONTINUED TRACKING OF ALL NX STUDENTS
- WHOLE STAFF PD ON THINKING COMPLEXITIES - SOLO
- ALL CLASSES WILL DIFFERENTIATE FOR THEIR STUDENTS
- TEACHERS WILL REFER TO COLLATED DATA FOR DIFFERENTIATION
- DATA COLLATION AT YEAR 6
- COMMUNITY CONSULT

SNEETCHES ON THE BEACHES



Glenis Martin

NORTHCROSS INTERMEDIATE SCHOOL

glenism@northcross.school.nz