

Gifted and Talented Education Guideline (Draft)

Definition

At Wesley College, gifted and talented learners are students who demonstrate, or have the potential to demonstrate, exceptional ability or performance compared with others of a similar age, experience or cultural context.

Giftedness may be evident in one or more domains:

- Academic and intellectual
- Creative, technological or problem-solving
- Leadership, service and interpersonal relationships
- Sport and physical performance
- Visual and performing arts
- Cultural knowledge, language, oratory and tikanga

Giftedness is potential or exceptional ability; talent is the developed performance of that ability. Gifted learners are not necessarily consistently high-achieving, compliant or easily identified.

Guiding principles

The school will:

1. Recognise that giftedness occurs across all cultural, social and economic groups.
2. Use culturally responsive definitions that acknowledge Maaori and Pacific concepts of giftedness, including collective achievement, leadership, service, identity and contribution to whānau and community.
3. Help students identify their strengths, passions and possible pathways.
4. Normalise and celebrate excellence without creating elitism.
5. Provide sufficient challenge, choice, independence and opportunities for productive risk-taking.
6. Support students' identity, wellbeing, resilience, self-belief and sense of belonging.
7. Ensure financial circumstances do not prevent participation.

Identification

Students will be identified through multiple sources rather than a single test or grade. Evidence may include:

- Academic achievement, endorsements and Scholarship potential
- Teacher and staff observations across all school settings
- Student self-nomination and portfolios
- Whaanau, iwi and community knowledge
- Sporting, artistic, cultural, leadership and service performance
- Creativity, curiosity, advanced reasoning, sustained interest and original thinking
- Ability that may be masked by disengagement, learning needs or cultural differences

Identification will be ongoing because gifts may emerge at different stages and in different environments.

Programme provision

Provision should include:

- Differentiated and extended classroom learning
- Independent inquiries, mentoring and student coaching
- Flexible grouping with similarly able or interested students
- Acceleration where appropriate
- Career and tertiary pathway planning
- NCEA subject and certificate endorsements and Scholarship preparation
- Competitions, performances and enrichment opportunities
- Partnerships with iwi, tertiary institutions and community experts
- Opportunities such as debating, spoken word, music, drama, cultural performance, sport, Duke of Edinburgh, Spirit of Adventure and service leadership

Partnership and evaluation

Students, whaanau, teachers, iwi and community partners should contribute to individual plans through hui, fono and regular communication. The programme's success should be evaluated through student progress, participation, wellbeing, engagement, cultural identity, pathway development and achievement—not solely through academic results.