

• **Appendix Three: Self-review questions and indicators for your school**

Q1. How well does our school leadership support the achievement of gifted and talented students?

| Indicators |
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| 1.1 The provision of gifted and talented education is embedded in our school culture and practice. |
| 1.2 We have a school-wide shared understanding about gifted and talented education. |
| 1.3 We have regular communication, consultation, and collaboration amongst all members of our school community, including staff, parents, whānau, students, and the wider community. |
| 1.4 Our school has good quality policies, procedures or plans for gifted and talented education. |
| 1.5 Our school has leadership for the provision of gifted and talented education eg principal, designated coordinator/team. |
| 1.6 Our school is building capability through a planned approach to school-wide and ongoing professional development and performance management. |
| 1.7 Our gifted and talented education is well resourced through informed decision-making about staffing, funding, and programmes. |

Q2. How inclusive and appropriate are our school's processes for defining and identifying giftedness and talent?

| Indicators |
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| 2.1 Our school's definition of giftedness and talent: |
| 2.1a Reflects the context and values of our school community. |
| 2.1b Is multi-categorical. |
| 2.1c Incorporates Māori concepts. |
| 2.1d Incorporates multicultural concepts. |
| 2.1e Is grounded in sound research and theories |
| 2.2 Our school's identification process: |
| 2.2a Is multi-categorical. |
| 2.2b Includes Māori theories and knowledge. |
| 2.2c Includes multi-culturally appropriate methods. |
| 2.2d Includes both informal and formal identification. |
| 2.2e Includes triangulation. |
| 2.2f Is early and timely. |
| 2.2g Is ongoing, covers transition points and ensures continuity. |
| 2.2h Includes potential and actual/demonstrated performance. |
| 2.3 Our students that we have identified reflect the diversity of the school population. |
| 2.4 Our policies and procedures have been developed in consultation with our wider school community as appropriate. |
| 2.5 We have regular communication, consultation and collaboration amongst all members of our school community. |

Q3. How effective is our school's provision for gifted and talented students?

| Indicators |
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| 3.1 We have school-wide coordination of our programmes and provision. |
| 3.2 Our programmes and provision have been developed in consultation with our wider school community as appropriate. |
| 3.3 Our programmes and provision are provided across the curriculum as appropriate. |
| 3.4 Our programmes and provision are provided across all areas of giftedness and talent as appropriate. |
| 3.5 Our regular classroom programmes are differentiated for content, process, and product. ¹ |
| 3.6 Our beyond the regular classroom programmes are planned, monitored, evaluated, and reported. |
| 3.7 Our off-site programmes are planned, monitored, evaluated, and reported. |
| 3.8 Our beyond the regular classroom and off-site programmes are linked back to our regular classroom programmes. |
| 3.9 We have a range of assessment information that demonstrates the achievement and progress of our gifted and talented students. |
| 3.10 Our programmes are inclusive of Māori values, tikanga, and pedagogy. |
| 3.11 Our provision of gifted and talented education is school-wide. |

Q4. How well does our school review the effectiveness of our provision for gifted and talented students?

| Indicators |
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| 4.1 We have a systematic and ongoing process for evaluating the outcomes for our students. |
| 4.2 Our school shares and consults about evaluation findings with staff, parents/whānau, students, and our community. |
| 4.3 Our school acts on recommendations arising from our evaluation. |
| 4.4 We evaluate the impact of our programmes and provisions, both internal and external to our school. |

Q5. To what extent do our gifted and talented programmes promote positive outcomes for our gifted and talented students?

| Indicators |
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| 5.1 Our gifted and talented students enjoy school. |
| 5.2 Our gifted and talented students receive regular feedback on their achievement and progress. |
| 5.3 Our gifted and talented students are well supported to achieve. |
| 5.4 Our gifted and talented students' social and emotional wellbeing is nurtured through pastoral care. |
| 5.5 Our gifted and talented students are provided with opportunities and choice to use their gifts and talents to benefit our other students and our wider community. |
| 5.6 Our gifted and talented students feel their gifts and talents are valued. |
| 5.7 We have focused communication between our school, parents and whānau that supports our gifted and talented students' holistic wellbeing (cultural, spiritual, emotional, and social). |
| 5.8 Parents of our gifted and talented students are informed by, and consult with, teachers about their child's achievement and progress. |

¹ See pp36-37 of *Gifted and Talented Students, Meeting Their Needs in New Zealand Schools* for an explanation of these concepts.