

Appendix One: Self-review questions and indicators for your school

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

Indicators	
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 e.g. 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	
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 multi-cultural 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
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 offsite 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
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
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 well-being 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 well-being (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.