Developing a Strategic Plan for Gifted and Talented
Adapted from the BECTA Self Review Framework, including
MoE Gifted and Talented Students Meeting their needs in New Zealand Schools, and
"Where are we now? Where do we want to be? How will we get there?"

To assess and benchmark meeting the special learning needs of G/T students across all school activities.		Where are we now?	Where do we want to be?	How will we get there?		
				Where do we begin?	Where to next?	Then where?
Elements				2007	2008	2009 &beyond
1: Leadership and management	**The Vision** There is no expressed vision from those leading G/T. The vision does not distinguish clearly between the different opportunities offered for G/T teaching and learning – the "who, what, why, where and when". It provides no defensible rationale for providing differentially for G/T students.It is limited to the potential impact of interventions on marginal aspects of the school's work with diverse learners. . The vision recognises the potential for G/T learning and teaching – the "who what why where and when" to enhance some aspects of the school's provision for G/T learners.This vision provides a rationale for providing differentially for G/T students that is consistent with the school's aims. An inclusive vision clearly identifies the potential of G/T teaching and learning for enhancing all aspects of the school's work. It provides a defensible rationale for providing differentially and recognises the distinctive contribution of G/T teaching and learning. It identifies how this supports the school's wider aims and aspirations.					

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	There is an innovative and inclusive vision which anticipates future developments in G/T practice and wider community aspiration..					
	Strategic Leadership There is no defined strategic leadership of G/T identification and teaching and learning; individuals act independently of each other. The strategic leadership of G/T identification and teaching and learning has been left to individuals who may not be part of the SMT/leadership team. The principal invests responsibility for the strategic leadership of G/T identification and teaching and learning the senior management/ G/T leadership team. The principal provides clear and pro-active strategic leadership for G/T identification and teaching and learning along with members of the SMT and G/T leadership team Strategic leadership for G/T includes the principal, senior management team, BOT, Heads of department, syndicate leaders, Guidance counsellors, librarian classroom teachers,G/T student representatives, parents and community leaders.					
	Use of management information systems The use of ICT for management of G/T identification, tracking and teaching and learning is not co-ordinated. Systems					

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	are not integrated and there is limited access. ICT is generally only used to replicate manual processes.

The school uses an assortment of ICT systems which do not share data. Access is only through the school office. ICT use is limited to isolated aspects of the school's G/T identification, tracking and teaching and learning management and much work is still done manually.

All teachers make appropriate use of ICT for management, administration and planning for G/T. Current systems do not easily enable staff to share resources, access data or contribute to databases.

ICT is used effectively to support G/T management tasks. Appropriate access is readily available across the school and widely used by most staff to share data and resources. Data and resources include identification and provision. This has a clear impact across all G/T management areas.

The school has a fully integrated management information system, the use of which is subject to regular review and improvement. This is available to all staff within and beyond the school. Data and resources include records of each students' learning profile and individualised opportunities for developing strengths and abilities. This significantly improves the management of G/T in the school. | | | | | |
| | **Monitoring and evaluating effectiveness of the strategy** | | | | |

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	The school does not have a whole-school strategy for G/T. There is some monitoring of the implementation of the G/T strategy. This is usually the result of external processes or is a reaction to internal events. Regular monitoring of the implementation of the G/T strategy at all levels informs future planning. However, this is not always objective and it is rarely used to demonstrate accountability. There is regular, effective and evidence-based evaluation of progress. The school uses this to prioritise future G/T planning and to demonstrate its accountability Regular evaluation of processes and outcomes informs future G/t thinking, planning and innovation. The school demonstrates its accountability both internally and externally to relevant partners.					
	The identification of G/T students The G/T identification process is not coordinated, and based on ad hoc teacher recommendation. The G/T identification process is based on teacher recommendation on single criterion. measures The G/T identification process is a					

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	coordinated team approach based upon teacher, parent, whanau, peer and self nomination across a narrow range of criteria.					
	The G/T identification process is a coordinated team approach that reflects the schools' vision for G/T. It is based upon teacher, parent, whanau, peer and self nomination across a broad range of criteria and acknowledges developing giftedness .					
	The G/T identification process reflects the schools' vision for G/T. It is based upon teacher, parent, whanau, peer and self nomination. It includes measures of potential and demonstrated performance across a broad range of multicategorical criteria, is ongoing and incorporates relevant cultural values.					
2. Curriculum approach	**The development of G/T students capability** The G/T curriculum approach is unplanned. The G/T curriculum approach is poorly planned, covering only some aspects of G/T student capability. The G/T curriculum approach, including cross-curricular opportunities, is planned to cover all aspects of G/T capability and is supported by a theoretical and/or research-based curriculum model/framework. Curriculum planning recognises the need to differentiate between students of					

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differing G/T capabilities. . The G/T curriculum approach is well planned to enable students to develop their talents , through both discrete and cross-curricular opportunities. Curriculum is supported by a theoretical and/or research-based curriculum model/framework. Planning includes an element of challenge with clear opportunities for G/T Students to extend their capability. The G/T curriculum approach is well planned to enable all, or nearly all, students to develop their talents, through high-quality experiences across the whole curriculum. Curriculum is supported by a theoretical and/or research-based curriculum model/framework. Planning at all levels ensures that students are challenged to make creative and innovative use of the curriculum to extend their capability.					
Breadth of development for critical and creative thinking capability G/T students experience a narrow range of thinking applications mainly focused on low level tasks. There is an over-emphasis on skill development. G/T students experience a limited range of thinking applications. There is variation in the extent to which knowledge, skills and understanding are emphasised. Many G/T students experience most					

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	aspects of thinking applications with an appropriate emphasis on knowledge, skills and understanding.				
	Most G/T students have positive and appropriate experiences in a wide range of thinking applications.				
	All, or nearly all, G/T students have good quality experiences of a wide and sometimes innovative range of thinking applications.				
	Curriculum leadership There is little or no curriculum leadership or co-ordination of the G/T curriculum, so that individual members of staff work in isolation from each other.				
	There is G/T leadership in some curriculum areas, but no whole-school approach to this. There is little awareness amongst the staff of changing learning experiences and developing G/T professional practice.				
	In most subjects the G/T leadership ensures that the G/T curriculum approach is kept up to date and informed by developments in both the technology and G/T professional practice.				
	Specialist subject leaders routinely update their G/T curriculum approaches in the light of developments in technology and G/T practice and ensure that staff keep abreast of these.				
	All subject leaders ensure that the G/T curriculum approach responds innovatively to the changes in technology and G/T practices. There is a				

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	strong culture of G/T curriculum innovation.					
3. Learning and Teaching	**Planning for G/T in learning and teaching** There is little planning for G/T students in learning and teaching because most staff are uncertain about identifying appropriate opportunities. Some staff plan for G/T students but overall there is much variability in their confidence to do so. Many staff have the confidence to identify opportunities for G/T students and regularly build this into their planning. Nearly all staff know when, and when not, to use G/T learning experiences and this leads to effective planning. A few staff go beyond this and can see new opportunities to extend learning and teaching. All, or nearly all, staff know when, and when not, to use G/T learning experiences. This leads to school-wide, high-quality planning, much of which is innovative.					
	G/T students' expectations for learning. G/T students' have little expectation about differentiated learning experiences					

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except in pullout classes. There are few curriculum areas or occasions where G/T students experience differentiated learning experiences. When they do experience differentiated learning experiences they often lack the confidence to transfer their capability to new situations. G/T students have growing expectations about differentiated learning experiences. Many are able to transfer their capability to new situations. G/T students have clear expectations about opportunities to use differentiated learning experiences make full use of these when they arise. Most are confident and able to apply their capability in new contexts. All, or nearly all, G/T students have high expectations about differentiated learning experiences whenever and wherever appropriate within and beyond school. Student show self-advocacy in the personalisation of their learning experiences They make links between different learning contexts and are able to apply and further develop their own capability.					
Leadership for G/T learning and teaching There is no clear leadership which promotes the effective use of G/T learning and teaching strategies. Some subject leaders are aware of, and may promote, the use of G/T learning					

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	and teaching strategies but there is no co-ordinated approach across the school. Many subject leaders promote and develop effective use of G/T learning and teaching strategies in their subject. This is beginning to be led strategically, with some co-ordination across the school but implementation is variable. There is an agreed whole-school approach to the use of G/T teaching and learning strategies. This is led strategically by senior management, promoted by all subject leaders and consistently implemented. There is strong strategic leadership at all levels which actively encourages and develops innovative practices for the use of G/T learning and teaching strategies. This ensures consistently high-quality implementation.					
4. Assessment	**Reliability** There are no coherent systems for making reliable assessments of G/T students' capability. G/T student learning outcomes are monitored and assessed only infrequently by teachers. Some assessment and recording of G/T students' capability occurs, but it is inconsistent, uncoordinated and rarely extends to students' application and learning outcomes in other subjects. There is wide variation in practice. G/T students' capability is assessed and recorded and includes students' capability in some other subjects, but					

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	there is some variation in practice. G/T students' capability is reliably and consistently assessed and recorded and is supported by assessment in some other curriculum areas. The process of evaluation is inclusive of parents, students, and teachers. Some moderation occurs within school. The assessment and recording of G/T students' capability and learning outcome is reliable and consistent and routinely includes capability across the curriculum. The process of evaluation is inclusive of all stakeholders - parents, students, teachers and community members. Moderation occurs within, and between, schools.					
5. Professional Development	**Identifying individual staff skills and needs** There is no planned audit or opportunity for self reflection of staff skills or needs in relation to G/T teaching and learning. There is little attempt to audit or opportunity for self reflection on staff skills and needs in relation to G/T teaching and learning. There is a reliance on individuals identifying their own needs, usually in relation to the development of G/T skills and strategies. There is some planning for the identification of individual staff G/T teaching and learning needs. This is often generated by the arrival of new technologies or resources and focuses more on thinking skills than the use of					

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G/T strategies and skills to improve learning and teaching. There is a regular and systematic audit and opportunity for for self reflection on staff skills and needs in relation to G/T teaching and learning. This covers both G/T teaching and learning competence and the effective use of G/T strategies in learning and teaching. Comprehensive audits and opportunities for self reflection of staff G/T teaching and learning skills and needs form part of the annual performance management process. They include the effective use of G/T teaching and learning strategies in learning and teaching, personal G/T competencies as well as new and emerging G/T technologies and practices.					
Range of G/T professional development opportunities Most professional development activities for G/T teaching and learning are course-based. Some attempt is made to widen the range of development opportunities, including professional readings, but these are generally limited in scope, type and relevance. A range of G/T professional development opportunities including professional readings, a library of G/T resources, are provided that meet the					

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	needs of some, but not all, staff. A wide range of G/T professional development opportunities are provided including professional readings, a library of G/T resources, school visits and opportunities for further study both within and out of school which meet the individual needs and styles of most staff. A wide range of innovative approaches to G/T staff development are used that blend face-to-face, online and other forms of provision.				
6. Extending opportunities for Learning	**Understanding** Staff have no understanding of how they can support the extension of learning opportunities for G/T Students. Some staff are aware of ways in which they can support the extension of learning opportunities for G/T students but this is not yet part of a whole-school understanding. Many staff understand the importance of extending learning opportunities for G/T students and how this might be achieved. Most staff are committed to extending learning opportunities for G/T students and see this as a key element in raising standards. All, or nearly all, staff understand the innovative ways that the school seeks to extend G/T student learning as an integral part of its drive to raise standards.				

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	Leadership for extending learning No one has any responsibility for promoting the extension of learning for G/T students. Individuals have taken ad hoc responsibility for some developments to extend opportunities for learning experiences of G/T students, but these are unplanned and unco-ordinated. Some leaders have taken individual responsibility for developments in this area, and a whole-school approach is beginning to be developed which includes discussion with BOT. There is a well planned whole-school approach to extending opportunities for learning experiences of G/T students with clear delegation of responsibility and accountability. SMT are actively involved in these activities. There is a whole-school approach to extending learning of G/T students which includes school leaders, teachers at all levels, BOT, Students and parents/carers. This ensures effective co-ordination across the school. Extending opportunities for learning is integral to school planning for G/T.					
7. Resources	**Physical environments** Learning and teaching spaces have not been designed or adapted to reflect the special learning needs of G/T students.					

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	Little or no consideration is given to how teaching and learning spaces can be adapted to reflect the needs of G/T students in the curriculum, for learning and teaching or meeting different G/T learner needs. Where possible some learning and teaching spaces have been created or adapted to reflect the school's vision, strategy and learning and teaching approaches for G/T students. Most learning and teaching spaces reflect the school's vision for G/T students, they extend beyond the 'school grounds' to include community facilities and meet most curriculum needs. They support a range of learning and teaching styles. Innovative designs and use of space create flexible work areas which enable alternative approaches to learning and teaching for G/T students. This extends beyond 'school grounds' to include community facilities and the use of the school environment outside of 'school hours'.					
	ICT supporting flexible working Access to both networked curriculum and administration resources is very limited or non-existent and there is no appropriate connection to the Internet.					

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There is some access to networked curriculum resources but access to administration resources is very limited. The school's connection to the Internet is inappropriate in terms of bandwidth and/or facilities. Access to curriculum and administration resources is reliable and can be obtained from a number of locations within the school, although access from outside of the school may be limited. There is an appropriate connection to the Internet in terms of bandwidth and facilities. School planning recognises the need to update this to meet future demands. Access to curriculum and administration resources is efficient and can be obtained from a number of locations both within and outside the school. This coupled with an appropriate connection to the Internet in terms of bandwidth and facilities has a clear impact on learning and teaching. Access to curriculum and administration resources is efficient and can be obtained from many locations both within and outside the school. This, coupled with an appropriate connection to the Internet in terms of bandwidth and facilities enables innovative practice to develop which has a significantly impact on the learning culture of the school.					
Procurement Procurement of G/T resources is impulsive, unplanned and only reactive					

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			to available funding.		
		Limited planning for the procurement of G/T resources meets the learning and teaching needs in only some areas.			
		G/T resources are procured efficiently to meet the current curriculum, learning, teaching, inclusion and organisational needs of the school. Procurement is in line with the strategic plan for G/T.			
		G/T resources are procured following best practice guidelines to meet the current and future needs of the school, as defined by the school's G/T strategy. Account is taken of the total cost of ownership for G/T equipment and services and value for money.			
		G/T resources are procured following best practice guidelines. This is part of a systematic approach to providing sustainable resources and services to meet the school's vision, in line with the school's current and future needs and to			
		provide value for money. Innovative 'funding opportunities' including MoE initiatives, community-based funding and 'free' resources are explored.			
8. Impact on G/T student learning outcomes	**Year on year progress**				
	G/T students make little or no year-on-year progress in their learning outcomes and capability across the curriculum.				
	G/T students make some year-on-year progress in capability across the curriculum, but a significant number make little progress in learning				

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outcomes in some aspects. G/T students make clear year-on-year progress in capability across the curriculum, but a few make uneven progress in learning outcomes in some aspects G/T students make good year-on-year progress in learning outcomes in all aspects of the curriculum. Students make outstanding year-on-year progress in learning outcomes in all aspects of curriculum capability.					
Breadth and range Limited and inconsistent use of G/T teaching and learning strategies means that it does not impact on Students' progress across curriculum areas. The narrow range of G/T teaching and learning strategies used limits its impact on Students' progress across curriculum areas. Many G/T students experience teaching and learning strategies to extend and improve their learning across a few curriculum areas and in a range of contexts. This improves their progress in some areas. Most G/T students extend and improve much of their learning through a wide range of G/T teaching and learning experiences across many curriculum areas and contexts. G/T teaching and learning strategies					

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	have a visible and frequent impact on the learning of all, or nearly all, G/T students across most curriculum areas and in a wide range of contexts					
	Attitudes to learning G/T teaching and learning approaches have no discernible impact on Students' attitudes to learning. The use of G/T teaching and learning approaches has little impact on students' attitudes to learning. They are becoming more interested in learning through G/T strategies but this has not affected their self-esteem or their approaches to investigating, solving problems or learning from their mistakes. The use of G/T teaching and learning strategies has some impact on students' attitudes to learning. For many G/T students the use of G/T approaches has improved their ability to investigate, solve problems, refine their work, learn from their mistakes and reflect critically. This has helped these Students to develop their self-esteem. The use of G/T teaching and learning strategies has clear impact on G/T students' attitudes to learning, including their self-esteem. For most students the use of G/T teaching and learning strategies has improved their ability to investigate, solve problems, refine their work, learn from their mistakes and reflect critically. They pay more attention to detail in their work. The use of G/T teaching and learning					

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	strategies has significant impact on G/T students' attitudes to learning. For all, or nearly all, students' the use of G/T has had a major impact on their self-esteem, enthusiasm, engagement and approach to learning within, and beyond the school.					