

Potential Goals and Outcomes

For the Centre

Goals	Outcomes	Measures
Gifted and talented children are identified	<p>Children have the appropriate opportunities to be engaged and demonstrate their qualities, interests abilities and potential</p> <p>Multi-categorical approach is used which includes child, parents/carer/whānau, community and teacher input</p> <p>Differentiated Practice is used</p> <p>Student's with low levels of engagement, development concerns and/or behavioural have been assessed for potential latent giftedness</p>	<p>Demographics of children identified as Gifted and talented are approximately proportionate to demographics of Centre community</p> <p>All contributions are valued, and are used to compare with the Centres identifiers of giftedness and talent</p> <p>Assessment of Differentiated Practice: For 'Classroom Observation Scales-Revised (COS-R) and Student Observation Scales (SOS)', refer to William and Mary School of Education Centre for Gifted Education (2014)</p> <p>Children who have been identified by the Centre as exhibiting characteristics which may require interventional strategies have all been assessed for potential prior to referrals or highlighting concerns on the 4 year old check</p>
Deepen understanding of children and be able to better identify their needs	<p>Child has high levels of engagement at the Centre</p> <p>Child exhibits happiness and holistic well-being</p> <p>Parents/carers/whānau feel that the child's well-being is nurtured at the Centre</p>	<p>Child expresses happiness and well-being (For Draft Indicators of Student Well-being refer to New Zealand Education Review Office (2013).</p> <p>Child is content and displays high levels of engagement</p> <p>Parent/carer/whānau feedback affirms that their child is showing their true self at the Centre (as opposed to the suggestion that the child is masking behaviours and need further support (Refer to Ministry of Education, 2012b; Gross, 1998).</p> <p>Parent/carer/whānau Centre questionnaire and general home-school communication</p> <p>Assessment of Differentiated Practice: For 'Classroom Observation Scales-Revised (COS-R) and Student Observation Scales (SOS)', refer to William and Mary School of Education Centre for Gifted Education (2014).</p>
Use to promote and assess differentiated practice	<p>True strengths-based approach is used</p> <p>Practice is Evidence-Based and</p>	<p>Centre has:</p> <ul style="list-style-type: none"> • a definition of giftedness and talent • a policy for gifted education • has developed culturally inclusive

	<p>supported by gifted education policy</p> <p>Teachers actively looking for exceptional qualities and abilities and potential</p> <p>Assessment is on-going and appropriate with responsive planning</p>	<p>indicators of giftedness and talent</p> <p>Teachers are familiar with Best Practice in gifted education (New Zealand Ministry of Education, 2012b) and assessment (New Zealand Education Review Office (2007). Both documents include self-review guides in the appendices’.</p> <p>Assessment of Differentiated Practice: For ‘Classroom Observation Scales-Revised (COS-R) and Student Observation Scales (SOS)’, refer to William and Mary School of Education Centre for Gifted Education (2014).</p> <p>E-portfolios evidence differentiated practice</p> <p>E-portfolio content is used to help evolve provisions to meet the needs of the child</p>
<p>Increase opportunities for children to share their learning with others in a meaningful way</p>	<p>Children have equitable access to add to e-portfolios</p> <p>Children are encouraged to share and talk about the content of their e-portfolios with other children at the Centre, teachers and parents/whānau/carers</p> <p>Children have the opportunity to engage with others with like-minds</p>	<p>E-portfolio access is planned for and monitored</p> <p>A computer with easy e-portfolio access is available for children and their families to use at any time</p> <p>Children feel they have the opportunity to share about their e-portfolios process and content</p> <p>Gifted children are grouped across ages for at least part of their time at the centre to engage in deeper levels of critical and reflective thinking, and to share interests and ideas</p>
<p>Increase engagement with parents/carers and whānau</p>	<p>Parents/carers/whānau engage with the e-portfolios</p> <p>Increased levels of general communication with, participation at, the Centre</p>	<p>Parent/carer/whānau Centre questionnaire</p> <p>Statistics evidencing ‘hits’ on children’s e-portfolio pages</p> <p>High levels of e-portfolio feedback and contributions</p> <p>Teacher/management feedback in relation to level of family engagement</p> <p>Engaging parents, whānau and communities (For Key Evaluative Questions refer to New Zealand Education Review Office (n.d.))</p>
<p>Develop the cultural responsiveness of</p>	<p>Children and their families feel valued</p>	<p>The child’s culture and family values are evident through their e-portfolios</p>

<p>the Centre</p>	<p>The cultural identities of children and their families are acknowledge, nurtured and celebrated</p> <p>The teacher approaches, language, protocols, resources and displays are culturally inclusive</p>	<p>Parent/carer/whānau Centre questionnaire</p> <p>Cultural indicators developed through consultation with community (New Zealand Ministry of Education, 2012b)</p> <p>Centre uses cultural advisors</p>
<p>Measure the effectiveness of provisions and gifted education at the Centre</p>	<p>Gifted children have equal opportunities to be challenged and to learn, in order to develop the ability to know how to learn, to build resilience, and reduce the negative aspects of perfectionistic tendencies</p> <p>Gifted children are nurtured holistically including socially, emotionally, spiritually, physically and intellectually. with an understanding of asynchronous development, sensitivities and intensities</p>	<p>Children identified as gifted have high levels of engagement and show well-being (For Draft Indicators of Student Well-being refer to New Zealand Education Review Office (2013)</p> <p>Compare across e-portfolios of children already identified as gifted to look for patterns and areas which need further support</p> <p>Self-review (For self-review guides refer to the appendices' of Gifted and Talented Students: Meeting their needs in New Zealand schools (New Zealand Ministry of Education, 2012b, p.96) and the Self Review section on TKI (New Zealand Ministry of Education, n.d.b)</p> <p>Cycle of evaluation is in place (For guidelines refer to the Evaluation section on TKI (New Zealand Ministry of Education, n.d.b)</p> <p>Best Practice guidelines for Gifted Education (Refer to New Zealand Education Review Office, 2008)</p>

For the Child

Goals	Outcomes	Measures
<p>Improved differentiated learning and assessment to support more appropriate and engaging learning opportunities</p>	<p>Activities and discussions are child-led</p> <p>Pace of activities and learning is adjusted to each child</p> <p>Reflective and critical thinking is promoted</p> <p>Children are acknowledge, nurtured and celebrated for their uniqueness with a positive view on their characteristics, including their areas of</p>	<p>Children are engaged and show well-being (For Draft Indicators of Student Well-being refer to New Zealand Education Review Office (2013)</p> <p>Learning is evidenced through the on-going use of the e-portfolio</p>

	strengths and/or 'quirkiness'	
Provide a safe and respectful place to have a voice and to share their work, interests, ideas, feelings, desires, needs and aspirations	Children are eager to engage in the development and sharing of their e-portfolio	High level of engagement with their e-portfolio

For parents/carers/whānau

Goals	Outcomes	Measures
Improve their understanding what their child is doing and learning at the Centre	Families are able to communicate with their child and the teachers about the activities and learning their child has been involved with at preschool	Parent/carer/whānau questionnaire (For an example, refer to Department of Education Western Australia, 2010, p.37)
Improve means for families to feedback to their child in relation to their learning activities	Parents/carers/whānau engage in providing feedback to their child via the e-portfolio Parents/carers/whānau with the child about their experiences and learning at the Centre	Parent/carer/whānau Centre questionnaire Statistics evidencing hits on children's e-portfolios Level of feedback and contributions to e-portfolios
Increase communication with families about their children	Parents/carers/whānau contribute feedback and artefacts for in the e-portfolio	Statistics evidencing hits on children's e-portfolios Level of feedback and contributions to e-portfolios
Familial and cultural values are communicated to the centre Families share the goals and expectations they hold for their child	Families feel valued Families identify with the Centre and feel like they are part of the Centre community Families share work with the Centre to set learning goals	Parent/carer/whānau Centre questionnaire The child's culture and family values are evident through their e-portfolios An individual Education Plan is developed, used as a working document and updated at regular intervals. For Individual Education Plan (IEP) Guidelines refer to New Zealand Ministry of Education (2012c)
Increase family engagement with the Centre and increased involvement with the processes	Families feel confident to approach the Centre to discuss their child's learning and needs	Parent/carer/whānau Centre questionnaire Families contribute through processes of community consultation Refer to Home-School Partnerships Online (New Zealand Ministry of Education, n.d.a)