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Gifted and talented education in Aotearoa New Zealand:

A primary school perspective

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Abstract

This research explores the state of gifted and talented education in New Zealand following the 2008 change in government and consequent shift in educational priorities. This case study examines the provision of gifted and talented education in a full, co-educational primary school in a provincial area. Data gathered from a variety of stakeholders indicate that, in its recent history, the school's provision varied considerably – from applying a structured, whole-school approach to lacking official policies and practices, to re-establishing school-wide provision. Provision was dependent on management priorities that often echoed national priorities that took the focus off of gifted and talented learners. These findings suggest that if national priorities do not explicitly include gifted and talented learners along with learners with special educational needs, then these students may be left vulnerable as schools shift their focus elsewhere. Recommendations for further research and effective provision of gifted and talented education are included.

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Glossary and List of Abbreviations

Domain Areas	The full range of ability areas whether natural abilities or developed talents
ECT	Enrichment Class Teacher
EOTC	Education Outside of the Classroom typically involving learning opportunities away from the school grounds
Individual Education Plan	A plan detailing adaptations to a school's programme for a student identified as requiring differentiated instruction and expectations
Kotahitanga	Unity, togetherness
LitQuiz	A competition based on children's literature for students 10-13 years of age
Mathex	A mathematics competition available to Year 7 – 10 students
NAGs	National Administration Guidelines detail the Ministry's administrative requirements for school leaders and boards of trustees in such areas as student achievement and employment and personnel matters.
NAG 1	NAG 1 (c) iii states that schools, through appropriate assessment data, must identify students and groups of students who have special education needs, including gifted and talented learners.
National Standards	A set of standards detailing the Ministry's expectations of achievement in reading, writing and mathematics for students in Years 1 to 8
NCEA	National Certificates of Educational Achievement are national qualifications for senior students offering internal and external standards across the learning areas in the New Zealand Curriculum.

PAT	Progressive Achievement Tests are standardised tests for literacy and numeracy.
PLD	Professional Learning and Development which is a requirement for teachers to maintain their certificate to practice
SENCO	Special Educational Needs Coordinator which is a leadership position in schools with overall responsibility for the organisation of adaptations to the teaching and learning for students with special needs
Te Toi Tupu	A Ministry PLD provider in a range of areas in education
Whakahihi	Arrogant, boastful
Whakama	Embarrassing, shameful