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**IDENTIFICATION AND PROVISIONS
FOR GIFTED AND TALENTED STUDENTS
AT A BOYS' SECONDARY SCHOOL
IN NEW ZEALAND**

**A thesis presented in partial fulfilment of the
requirements for the degree of
Master of Educational Psychology
at Massey University, Palmerston North
New Zealand**

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ABSTRACT

Gifted and talented education in New Zealand differs from that of many other countries in several ways. New Zealand recognises that giftedness and talent can mean different things to different communities and cultures, and there is a range of appropriate approaches towards meeting the needs of all such students. It is considered essential to provide differentiated learning experiences across a continuum of approaches, beginning in inclusive classrooms to meet the needs of all students. In New Zealand there are also distinctive cultural considerations to be taken into account in the planning and delivery of gifted education. This case study was conducted to provide an in-depth look at one secondary school's journey and current practices in identification and provisions for gifted and talented students through a multi-methodology approach. The findings provide insightful information and implications for strategic planning not only for schools that are in the throes of implementing or sustaining an effective gifted and talented programme but also to broaden educators' understandings of gifted and talented education in New Zealand. Emerging themes pertaining to the interrelationships between definition, characteristics, identification, programmes and evaluations; the importance of ongoing school-wide professional development; cultivating a shared understanding of gifted and talented education; key stakeholder involvement; and sustainability are also discussed to inform best practice for gifted and talented students and future research in this field.

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