



## Tailored Professional Learning and Development

**DIVERSE FLEXIBLE PRACTICAL INFORMED COLLABORATIVE**

Our Consultancy Service works alongside educators, parents and other adults to help them better support their gifted learners. We share practical advice, guidance and resourcing support. Our consultancy team are highly experienced and knowledgeable in both gifted education theory and practice and all have experience in teaching and/or parenting gifted children.

*"While they shared their knowledge and expertise they were also very mindful of our school culture, so it feels very special and unique the way we have integrated this into our setting. I would rate NZCGE highly in terms of their ability to determine your need and tailor a package to suit, the quality of professional advice and resourcing, the level of professionalism, and value for money."*

**AP large urban full primary school**

**If you need a tailored package of support, we can design that with you.**

**Please see below the full range of topics we can draw from to create a bespoke package.**

### SELF REVIEW

When considering the PLD needs of a school or Kahui Ako it is important to know what is working well and where further development needs exist. NZCGE has developed a comprehensive suite of evidence-based self-review resources that will give a detailed picture of strengths and needs. These have been utilised successfully in many schools. Through this process we have been able to collect some exemplars of the resources in use.

**Support Includes:** Resources, Examples, PLD input

**Support Range - Minimum:** Provision of resources + 1-hour discussion on use

**Support Range - Maximum:** Support with tailoring of resources to suit your needs, implementation, data analysis and action planning

### UNDERSTANDING GIFTEDNESS

It is not uncommon to find that educators, and those in their community, hold different views and understandings of the concept of giftedness. It is vital to ensure a common and shared understanding is in place in a school to avoid issues in attempting to identify and provide for gifted learners. NZCGE has worked with many schools over the years supporting with the development of a shared understanding that is both evidence-based and place-based. An understanding of giftedness needs to include historical, international and cultural understandings, multi-exceptionality, intensity, and potential as well as performance.

**Support Includes:** Resources, Examples, PLD design and facilitation

**Support Range - Minimum:** 1.5-hour big picture PLD discussion + associated resources.

**Support Range - Maximum:** Support with design and/or facilitation with teachers and parents to support the development of a shared view of giftedness that reflects guiding principles and place-based values.

### IDENTIFYING GIFTEDNESS

It is important for educators and parents to have confidence in the processes used for identification. The process needs to be evidence-based, transparent, defensible, effective and efficient. NZCGE has worked with many schools over the years both reviewing and supporting the design of identification systems. We are very familiar with the principles that guide identification as well as the potential pitfalls and rookie errors that prove problematic and have sound advice on how to avoid these.

**Support Includes:** Resources, PLD input

**Support Range - Minimum:** Provision of resources + 1 hour discussion on use

**Support Range - Maximum:**

- Support with tailoring of resources to suit school/Kahui Ako definition and needs.
- Support with the design of associated PLD support for educators and/or facilitation;
  - familiarisation with the tools;
  - development of invitational classroom practice to help bring out characteristic behaviours.
- Support with the design of associated management systems.



## DETERMINING NEEDS

In order to meet needs we first need to both understand needs and be able to determine the personalised needs of students identified. These needs encompass not just learning needs but align more holistically by including social, emotional and cultural needs as well. NZCGE has worked with many schools and teachers helping to analyse the data collected during identification to develop this information into personalised profiles that document both giftedness and needs.

**Support Includes:** Resources, Examples, PLD input

**Support Range - Minimum:** 1.5-hour big picture PLD discussion + associated resources.

**Support Range - Maximum:** Support with the design of localised profiles. Support with the analysis of data and translation into needs statements. Support with the design and use of review tools to ascertain parent and student voice on needs.

## CITICAL ISSUES

Sometimes, despite best efforts, we don't see the outcomes we were hoping for. It is important for educators to be aware of some of the critical issues that impact on meeting the needs of gifted learners.

**Support Includes:** Resources, Examples, PLD input

**Support Range - Minimum:** 1.5-hour big picture PLD discussion to open up the range of critical issues educators are likely to face.

**Support Range - Maximum:** Support with the design and/or facilitation of staff PLD that unpacks each of the issues in greater depth. Critical Issues include:

- Engagement
- Achievement and Underachievement
- Progress
- Syndromes – Tall Poppy, Imposter
- Gender Issues
- Perfectionism
- Peer Pressure
- System issues
- Competing values
- Acceleration
- The 3 E's - Egalitarianism, Equity and Excellence

## MEETING NEEDS

The ways to meet needs are as broad and diverse as the areas of ability and needs themselves. When considering the PLD needs of a school or Kahui Ako it is important to know what is working well and where further development needs exist. NZCGE has developed a comprehensive suite of evidence-based self-review resources that will give a detailed picture of strengths and needs. These have been utilised successfully in many schools. Through this process we have been able to collect some exemplars of the resources in use.

**Support Includes:** Resources, Examples, PLD input

**Support Range - Minimum:** 1.5-hour big picture PLD discussion on the broad principles of differentiation for gifted learners + associated big picture resources.

**Support Range - Maximum:** Support with the design and/or facilitation of staff PLD that aligns with the various areas of giftedness in the school definition and targets learning, social, emotional and cultural needs of gifted learners. Topics include:

- Comprehensive Curriculum Models, Frameworks, Programmes
- Tiered and multi-level planning
- Selection of content – advanced, sophisticated, abstract, complex, deep
- Learning processes: Critical, Creative and Caring Thinking
- Disciplinarian Thinking
- Conceptual Thinking
- Questioning
- Creative Problem Solving
- Learning Environment: Thinking rich, facilitates student agency, supports wellbeing
- Domain or subject specific giftedness

## COST:

Workshop Style Support: \$280.00/hr + gst, (+ travel if applicable) | Round Table Design and Advice Support: \$140.00/hr + gst, (+ travel if applicable)

## MODES OF DELIVERY:

Face to face: staff meetings, team meetings, management meetings, teacher only days. | Distance: SLACK (channels and messaging), Zoom meetings, Google Drive and Docs

