



Gifted and Talented Education Policy

2014

Mission Statement

We provide a supportive and caring environment that supports and facilitates learning by providing children with opportunities to become active and reflective citizens in the community era. We aim to equip our children with the necessary skills and attitudes to become lifelong learners.

STATEMENT OF PURPOSE:

At Greenvale State School “we are a community working together to be the best that we can be”.

We aim to instil a desire to achieve academically, foster life skills and social awareness, promote problem solving and creativity, and develop self-esteem and an acceptance of others.

We strive to create a culture, which promotes sound values, supports the individual, embraces change, encourages positive relationships, and develops responsible environmental practices.

ASSOCIATED MATERIAL:

- Education (General Provisions) Act 1989
- Framework for Gifted Education, DETA 2004
- 2010 QSE

STATEMENT OF POLICY:

Optimising every student’s opportunity to achieve their full potential lies at the heart of Education Queensland’s commitment to all students. Greenvale State School aims to support and challenge gifted students in the pursuit of excellence and to develop a passion for life long learning.

Our program of intervention and extension allows students to advance their skills, knowledge and processes to meet their potential for success and improved development.

By using the principles of effective learning and teaching and an inclusive approach to the provision of quality curriculum programs, including differentiation and flexible options, Greenvale State School aims to improve learning outcomes for all students.

Gagne’s definition of giftedness has been accepted as Education Queensland’s preferred choice. It is quoted in the framework as:

“Students who are gifted, excel, or are capable of excelling, in one or more areas such as general intelligence, specific academic studies, visual and performing arts, physical ability, creative thinking, interpersonal and intrapersonal skills.”

RIGHTS AND RESPONSIBILITIES:

GREENVALESTATE SCHOOL will:

- Identify gifted students as early as possible (identification process see Appendix 1)
- Provide gifted students with opportunities to realise their potential through differentiation of the curriculum, the enrichment program and acceleration where appropriate. This may include an individual education plan,
- Encourage positive communication between all stakeholders (parents, students, teachers, Administration, District Office, Guidance officer)
- Continue to foster effective peer group interactions for gifted students
- Provide appropriate training for staff in gifted education
- Establish an overview which embraces the four strand model (Appendix 2)
- Establish a special needs committee (administrator, teacher, LSLN, GO where possible)

Responsibilities:

Administration:

- Ensure effective identification procedures for gifted students are embedded in the school framework
- Provide adequate and ongoing professional development in gifted education
- Promote effective partnerships between all stakeholders, including the wider community
- Ensure access to quality educational programs, including acceleration where appropriate
- Establish & promote collaborative processes in the provision for individual students
- Support the planning, implementation and evaluation of an inclusive curriculum
- Support specific strategies to meet the learning needs of gifted students through their inclusion in Greenvale State School strategic documents - such as Annual Operation Plan

Teachers:

- Be aware of and familiar with the “Framework for Gifted Education”.
- Access the identification procedures (appendix 2) and become familiar with the characteristics of giftedness
- Implement effective programs that challenge students who are gifted, through a variety of strategies.
- Differentiate learning experiences to cater for students’ individual learning needs.
- Plan collaboratively with all stakeholders to ensure maximum potential reached by student. Review every six months.
- Continue to develop own understandings of gifted education through professional development opportunities

Parents:

- To be involved in their child’s education.
- To provide information that may support their child’s education
- Plan collaboratively with all stakeholders to ensure maximum potential reached by student. Review every six months.

INITIAL INFORMATION GATHERING

- Teacher observation – includes work samples; anecdotal notes
- School records – report cards; school based data; reports from previous years
- Prior reports from outside agencies
- Behavioural indicators – teacher to complete checklist (covers academic, social and behavioural criteria) (Merrick 2004)
- Parental discussion



NOMINATION BY TEACHER/PARENT – Referral Form completed by class teacher

To Principal/Special Needs Committee. Appoint Case Manager (usually teacher)
Letter to parent regarding nomination for extension/enrichment programs and to set date for meeting with all shareholders.
Committee to determine what further information is required.



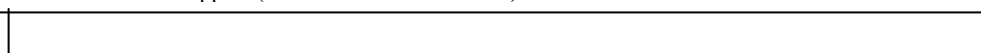
FURTHER INFORMATION GATHERING (Profile Outlines attached)

- Standardised achievements tests – eg. Probe; Pat-M, QCATs, NAPLAN,
- Curriculum assessments
- Sayler Gifted and Talented Checklist for Teachers (Appendix 4)
- Sayler Gifted and Talented Checklist for Parents (Appendix 3)
- Generalised Checklist (Adapted by Robyn Yared Gifted Education Project Officer) (Appendix 5)



CASE MEETING

- Consider all information. Recommendation for intellectual or other testing as needed.
- Identify desired learning outcomes and strategies – refer to Four Strand Model
- Negotiate curriculum plan, timelines, monitoring and review dates
- *Request for Support Form* for Classroom Teachers (used to record specific details)
- Complete *Identification Matrix / Profile* (case manager)
- Determine the level of support (school level or class level)

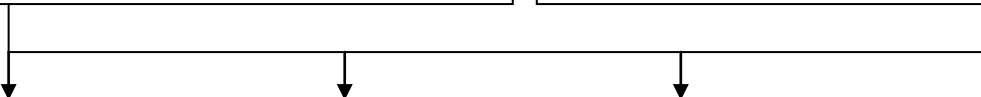


School Support

- Develop *Student Support Plan*. Include appropriate Strand 3 and 4 level strategies
- Implement *Student Support Plan*
- Monitor *Student Support Plan*
- Review six monthly

Class Support

- Keep monitoring student needs to be met through:
- The “Thinking Classroom”
Differentiation, curriculum compacting, effective teaching practices (see table)
 - Extra-curricular activities and Enrichment Program



Strand 1

- Maintain current educational plan
- Access activities where appropriate

Strand 2

- Negotiated / self paced instruction
- Extra curricula programs
- Mentoring
- Cluster groupings

Strand 3

- Curriculum compacting
- Subject acceleration

Strand 4

- Acceleration through:
- Early entry to primary or secondary
 - Year level acceleration
 - Dual enrolment



MANAGEMENT PLAN

Collaborative planning between stakeholders. Plan documented and approved by Principal. Copies to parents/caregivers/stakeholders, all teachers involved with the student.



MONITORING, REVIEW AND EVALUATION

Ongoing monitoring and comprehensive records need to be maintained. Initial review to take place after 6 weeks.
Review needs to occur after 6 months.



GREENVALE STATE SCHOOL MANAGEMENT PLAN GIFTED EDUCATION

PROFILING

When a student has been identified the Support Teacher completes a *Student Profile Form* for Gifted and Talented Education in consultation with the student's parents and classroom teacher. Data from that may be collected in for the profile can include:

- Checklists (see attached Gifted Education Checklists)
- Year 1-7 PAT Maths
- PM Reading Levels
- Probe
- Test Results
- NAPLAN analysis
- Diagnostic Net Results
- Work Samples
- IQ Assessment (WISC IV) if special needs committee feels it is warranted

Information gathered on the *Student Profile Form* may be used to develop a ***Student Enrichment Plan***. These documents are stored in the student's Gifted and Talented Education File, Classroom Teacher's File, School File and Guidance File. These records are available to school staff, and the information on a particular student may be shared with his or her parents.

TRACKING

The ***Student Enrichment Plans*** are reviewed six monthly (Term 2 and Term 4). The focus of the review is to establish the achievement of goals, monitor the progress of the student, and to determine the appropriateness of the current enrichment activities. Ongoing tracking will occur through regular communication between the Support Teacher – Gifted and Talented Education, class teacher, parents and the Principal.

SCHOOL PROVISION

In catering for gifted students, Greenvale State School adopts the Model for Curriculum Provision as stated by Education Queensland. Enrichment activities are provided through four Strands as detailed below. You could also use Maker's Model of differentiation.

Strand 1 – Expanding Interests:

Activities designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students.

Strand 2 – Enhancing Education

Activities that introduce students to higher level of thinking, activities to extend students opportunities to participate in school and regional events or competitions.

Strand 3 – Implementing Gifted Education

Challenges that involve inclusive learning/teaching and feeling focused on teaching all students to use advanced skills and processes, which match students' learning needs and learning styles.

Strand 4 – Educating the Gifted

Individual or small group activities where students are challenged at high levels to further develop their talents to their full potential.

Gifted Education Model Of Provision (Appendix 2)



<u>Strand 1</u> Expanding Interests	<u>Strand 2</u> Enriching Education	<u>Strand 3</u> Providing Differentiated Curriculum	<u>Strand 4</u> Providing Individualised Support
DESCRIPTOR Activities designed to: <ul style="list-style-type: none"> ▪ broaden student interests ▪ identify gifts and/or talents 	DESCRIPTOR Activities designed to: <ul style="list-style-type: none"> ▪ develop student interests ▪ identify gifts and/or talents ▪ enhance thinking and learning 	DESCRIPTOR Individual, small group and whole class learning experiences designed to: <ul style="list-style-type: none"> • identify gifts and /or talents • expand knowledge and skills within and beyond the regular curriculum 	DESCRIPTOR Individual or small group learning experiences where students are challenged at high levels to further develop their gifts and talents.
PARTICIPANTS <i>Any students</i>	PARTICIPANTS <i>Any students/Identified</i>	PARTICIPANTS <i>Any students</i>	PARTICIPANTS <i>Identified students</i>
PURPOSE To identify any student who may benefit from opportunities to participate in similar activities at a higher level.	PURPOSE To identify students, including underachievers, for participation in school teams and/or withdrawal programs.	PURPOSE To identify students' learning needs through the provision of differentiated curriculum that addresses different learning styles, rates of learning and degrees of complexity.	PURPOSE To provide students who excel, or are capable of excelling in one or more areas, with a negotiated, accelerated progression.
INDICATOR For participation in Strand 1 type activities students may display potential for: <ul style="list-style-type: none"> • Advanced interest • Enthusiasm for learning • Motivation • A keen sense of observation • Creativity and originality • Accelerated pace of thinking • Quick recall • Sensitivity, compassion for others • Varying interests • Curiosity • Physical dexterity • Humour • Persistence • Fluid reasoning • Intuitive thinking • Moral judgment • Perfectionism • Entrepreneurship • Leadership 	INDICATOR For participation in Strand 2 type activities students may possess: <ul style="list-style-type: none"> • Critical and/or creative thinking ability • Problem solving ability • Philosophical thinking • Leadership skills • High level communication skills • Interpersonal skills • Ability to work in groups • Intrapersonal skills • Advanced physical ability 	INDICATOR To participate in a differentiated curriculum, the student is expected to be developing skills which may include: <ul style="list-style-type: none"> • Independent learning ability • Task commitment • Problem solving and finding ability • High level critical and creative thinking skills • Metacognitive skills 	INDICATOR To successfully operate as an independent learner, the student is expected to demonstrate a range of characteristics and behaviours from all strands. <p>The student may have an area(s) of intense interest.</p> <p>The student will demonstrate a high level of talent/ability as well as independent learning skills.</p>

Gifted Education Model Of Provision continued.

OPPORTUNITY Curricular and Extra Curricular Activities	OPPORTUNITY Enrichment Activities and Withdrawal Programs	OPPORTUNITY Classroom Provisions to Enable Curriculum Differentiation	OPPORTUNITY Individualised Pathways
<p>Examples:</p> <ul style="list-style-type: none"> • Challenging tasks • Chance to make learning choices – negotiated tasks • Webquests • Philosophical inquiry • Learning circles • Class meetings • Learning centres • Clubs – Hot Ropes, Science Room • Student Council (2012) • Competitions – Talent Quest, UNSW academic tests • Concerts • Sports days • School camps • Musicals • Art/Drama festivals • Choir • Band • Excursions • Guest speakers 	<p>Examples:</p> <ul style="list-style-type: none"> • Enrichment Program • Public Speaking Competition – Grammar Inter-school comp. • Days of excellence e.g. Instrumental Music • Leadership Courses e.g. Peer Support • Festivals – e.g. Art Ephemera • Maths/Science/Literacy challenges – UNSW TESTS • State High School – Enrichment and Mentor Program • District Trials – Sport and Athletics • Eisteddfod – Performing Arts • In depth field studies – e.g. Hermitage Research Station Science Competition • Mentors in residence – e.g. DEEDI – Agri-scientist • Real life practice e.g. DeforestACTION – Enrichment Activity 	<p>Examples:</p> <ul style="list-style-type: none"> • Pre-tests • Vertical curriculum or acceleration • Curriculum compacting • Higher order thinking and questioning • Tiered activities • Independent projects and studies • Learning contracts • Interest centres • Multiple intelligences • Clustering of students in classes/activity groups • Ability grouping within and across classes <p>For information on differentiated curriculum go to: www.learningplace.com.au/en/g&t </p>	<p>Examples:</p> <ul style="list-style-type: none"> • Subject acceleration • Year level acceleration • Curriculum compacting • Negotiated, self-paced investigations • Extracurricular programs • Mentoring • Dual enrolments • Centres for excellence (e.g. sport, the arts) • Early entry; primary/secondary/tertiary • <p>Accelerative practices require special consideration. For information go to the EQ Policy: Framework for Gifted Education, Department of Education and the Arts. www.learningplace.com.au/en/g&t </p>

Adapted and adjusted from the Learning Place and Reviewed 2011

SAYLER GIFTED AND TALENTED CHECKLIST FOR PARENTS (Appendix 3)

(For consideration of acceleration within the compulsory years of schooling)

THINGS MY CHILD HAS DONE

Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the **Unsure or don't know** circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child's name: _____ Child's birthday: _____

Your name: _____ School name: _____

Date: _____

My child:

1. Has quick recall of information.

(e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

2. Knows a lot more about some topics than do other children that age.

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

3. Uses advanced vocabulary.

(e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

4. Began to read or write early.

(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example and age of child at the time:

5. Shows unusually intense interest and enjoyment when learning about new things.

(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

6. Understands things well enough to teach others.

(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

7. Is comfortable around adults.

(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

8. Shows leadership abilities

(e.g. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

9. Is resourceful and improvises well.

(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in unusual ways; makes 'something out of nothing')

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

10. Uses imaginative methods to accomplish tasks.

(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

A personal example:

11. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.

SAYLER GIFTED AND TALENTED CHECKLIST FOR TEACHERS (Appendix 4)

THINGS THIS CHILD HAS DONE

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure or don't know** circle. Use the space below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: _____ Child's birthday: _____
Your name: _____ School name: _____
Date: _____

This child:

1. Has quick accurate recall of information.

(e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

2. Shows intense curiosity and deeper knowledge than other children.

(e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

3. Is empathetic, feels more deeply than do other children that age.

(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

4. May not always display their advanced understanding in everyday situations.

(e.g. becomes cranky or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

5. Uses advanced vocabulary.

(e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

6. Reads, writes, or uses numbers in advanced ways.

(e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

7. Advanced play interests and behaviours.

(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations, or sophisticated play activities)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

8. Shows unusually intense interest and enjoyment when learning about new things.

(e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

9. Has an advanced sense of humour or sees incongruities as funny.

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words; sees humour in situations, even ones against him or her, and laughs at the situation)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

10. Understands things well enough to teach others.

(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or

likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

o Unsure or don't know

An example:

11. Is comfortable around older children and adults.

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

o Unsure or don't know

An example:

12. Shows leadership abilities.

(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

o Unsure or don't know

An example:

13. Is resourceful and improvises well.

(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or non-traditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

o Unsure or don't know

An example:

(1) Self Directed Learner General Learner Outcomes GLS (Appendix 5)

Indicators	4	3	2	1
Works independently and asks for help when needed	Consistently works <i>independently</i> on tasks Consistently asks for help at appropriate time.	Usually works <i>independently</i> on tasks Usually asks for help at appropriate time.	Sometimes works <i>independently</i> on tasks Sometimes asks for help at appropriate time.	Rarely works <i>independently</i> on tasks Rarely asks for help at appropriate time.
Organizes workplace and materials	Arranges workplace and materials to support learning Arranges materials so they are accessed promptly	Usually Arranges workplace and materials to support learning Usually Arranges materials so they are accessed promptly	Sometimes Arranges workplace and materials to support learning Sometimes Arranges materials so they are accessed promptly	Rarely Arranges workplace and materials to support learning Rarely Arranges materials so they are accessed promptly
Makes productive use of class time	Consistently completes work on time without reminders Consistently uses time and resources appropriately and in a responsible manner	Usually completes work on time without reminders Usually uses time and resources appropriately and in a responsible manner	Sometimes completes work on time without reminders Sometimes uses time and resources appropriately and in a responsible manner	Rarely completes work on time without reminders Rarely uses time and resources appropriately and in a responsible manner
Sets goals	• Sets a challenging but achievable goal and describes a sound plan for reaching the goal Completes important tasks first independently	Sets a worthwhile goal and describes a reasonable plan for reaching that goal Completes important tasks first on request	• Sets a trivial or unreasonable goal or describes plans that are realistic Completes important tasks first	Sets a vague or unrealistic goal or fails to make a plan. Completes important tasks first but only with much assistance

(2) Community Contributor General Learner Outcomes GLS

Indicators	4	3	2	1
Participates cooperatively and appropriately with others to achieve shared goals	*Shows respect by cooperating, encouraging, and helping others in an independent manner *Works as part of a group in a highly effective way	*Shows respect by cooperating, encouraging, and helping others but on request *Works as part of a group in an effective way	*Shows respect by cooperating, encouraging, and helping but only with assistance *Works as part of a group in a limited way	*Shows respect by cooperating, encouraging, and helping with much assistance or rarely demonstrates respect. *Works ineffectively as part of a group
Shows respect and recognizes the feeling of others	Demonstrates kindness to, listens to, and engages with others independently *Consistently uses appropriate body language when interacting with others without reminders *Consistently uses appropriate voice level.	Demonstrates kindness to, listens to, and engages with others upon request *Usually uses appropriate body language when interacting with others without reminders *Usually uses appropriate voice level.	Demonstrates kindness to, listens to, and engages with others with assistance *Sometimes uses appropriate body language when interacting with others without reminders *Sometimes uses appropriate voice level.	Demonstrates kindness to, listens to, and engages with others Rarely * Rarely uses appropriate body language when interacting with others without reminders * Rarely uses appropriate voice level.
Follows school and classroom rules	Consistently demonstrates safe behaviours Consistently follows class rules without reminders	Usually demonstrates safe behaviours Usually follows class rules without reminders	Sometimes demonstrates safe behaviours Sometimes follows class rules without reminders	Rarely demonstrates safe behaviours Rarely follows class rules without reminders
Makes good choices	Makes highly responsible decisions that independently distinguish between right and wrong	Makes responsible decisions that usually distinguish between right and wrong	Makes marginal decisions that sometimes distinguish between right and wrong	Makes highly responsible decisions that rarely demonstrate an understanding between right and wrong

(1) The ability to recognise and produce quality performances and quality products GLS Quality Producer

Indicators	4	3	2	1
Strives to complete work neatly and correctly	*Consistently completes work neatly and correctly *Checks own work for errors	*Usually completes work neatly and correctly *Checks own work for errors with reminders	*Sometimes completes work neatly and correctly *Checks own work for errors with assistance	*Rarely completes work neatly and correctly *Rarely checks own work for errors even with reminders
Sets and strives toward learning goals	*Identifies learning goals and works toward completing them independently *Uses simple self-assessment strategies	*Identifies learning goals and works toward completing them upon request *Uses teacher directed and self-assessment strategies	*Identifies learning goals and works toward completing them independently *Uses teacher directed - assessment strategies	*Identifies learning goals and works toward completing them independently *Uses teacher directed- assessment strategies with much assistance

(2) *Ability to demonstrate critical thinking and problem solving GLS Critical Thinker and Problem Solver*

Indicators	4	3	2	1
Uses prior knowledge and experiences to solve problems	Uses prior knowledge and experiences to solve problems independently	Uses prior knowledge and experiences to solve problems upon request	Uses prior knowledge and experiences to solve problems with assistance	Uses prior knowledge and experiences to solve problems with much assistance
Explains answers and makes adjustments	Explains in great detail why the answer is correct and revises the answer independently if necessary	Explains in detail why the answer is correct and revises the answer upon request if necessary	Explains in some detail why the answer is correct and revises the answer with assistance if necessary	Explains in minimal detail why the answer is correct and revises the answer with much assistance if necessary
Solves problems in different ways	Solves unfamiliar problems in an independent manner using an extensive number of strategies and innovative problem solving methods	Solves unfamiliar problems upon request using a variety of strategies problem solving methods	Solves unfamiliar problems with assistance using a few different strategies and applies typical problem solving methods	Solves unfamiliar with much assistance using one or two strategies and suggested and applies imitative problem solving methods

(3) *The ability to Communicate Effectively GLS Effective Communicator*

Indicators	4	3	2	1
Speaks effectively in front of a group	*Consistently speaks Clearly with good enunciation to an audience *Consistently expresses ideas in complete sentences	*Usually speaks Clearly with good enunciation to an audience *Usually expresses ideas in complete sentences	*Sometimes speaks Clearly with good enunciation to an audience *Sometimes expresses ideas in complete sentences	*Rarely speaks Clearly with good enunciation to an audience *Rarely expresses ideas in complete sentences
Listens attentively to gain understanding	*Listens without talking to gain information	*Listens without talking to gain information with reminders	*Sometimes Listens without talking to gain information with assistance	*Rarely Listens without talking to gain information even with reminders
Follows directions	*Consistently follows oral directions	*Usually follows oral directions	*Sometimes follows oral directions	*Rarely follows oral directions
Contributes effectively through speaking, drawing, and writing	*Consistently and effectively describes something using age appropriate vocabulary *Consistently and effectively communicates ideas through writing and drawing	*Usually describes something using age appropriate vocabulary *Usually communicates ideas through writing and drawing	*Sometimes describes something using age appropriate vocabulary *Sometimes communicates ideas through writing and drawing	*Rarely describes something using age appropriate vocabulary *Rarely communicates ideas through writing and drawing

(4) *Ability to use a variety of technologies effectively and ethically GLS Effective and Ethical Users of Technology*

Indicators	4	3	2	1
Uses school materials and tools properly	*Demonstrates respect and appreciation for materials by using them for their intended purpose	*Usually Demonstrates respect and appreciation for materials by using them for their intended purpose with reminders	*Sometimes Demonstrates respect and appreciation for materials by using them for their intended purpose with assistance	*Rarely Demonstrates respect and appreciation for materials by using them for their intended purpose even with reminders
Uses various technologies to find information	*Consistently demonstrates the ability to visual and written materials to gain information	*Usually demonstrates the ability to visual and written materials to gain information	*Sometimes demonstrates the ability to visual and written materials to gain information	*Rarely demonstrates the ability to visual and written materials to gain information
Uses various technologies to create new products	*Consistently demonstrates the ability to use various school tools to create a product	*Usually demonstrates the ability to use various school tools to create a product	*Sometimes demonstrates the ability to use various school tools to create a product	*Rarely demonstrates the ability to use various school tools to create a product
Explains how technology is used every day	*Consistently demonstrates the ability to explain how technology impacts on his or her life	*Usually demonstrates the ability to explain how technology impacts on his or her life	*Sometimes demonstrates the ability to explain how technology impacts on his or her life	*Rarely demonstrates the ability to explain how technology impacts on his or her life
Uses technology in a responsible manner	*Consistently demonstrates responsible behaviour when using school tools	*Usually demonstrates responsible behaviour when using school tools	*Sometimes demonstrates responsible behaviour when using school tools	*Rarely demonstrates responsible behaviour when using school tools

Appendix 6

The Multiple Intelligences Table

*Adapted from the book **Succeeding with Multiple Intelligences** By Howard Gardner (1996)*

Intelligence	What Learners Like To Do	Teachers Can
Interpersonal	<ul style="list-style-type: none"> *Sensitive to the mood and feelings of others *Understand people well *Interact and co-operate effectively with others *Good at leading, sharing and organizing *Mediate between people *Enjoy playing social games *Listen well to others *Enjoy many friends *Meditate *Build consensus and empathise with others 	<ul style="list-style-type: none"> *Use co-operative learning *Assign group projects *Give students opportunities for peer teaching *Brainstorm solutions to problems *Create situations in which students are given feedback from others
Intrapersonal	<ul style="list-style-type: none"> *Like to work alone *Motivate oneself *Intuitive *Sensitive to one's own feelings and moods *Know own strengths and weaknesses *Use self-knowledge to guide decision making and set goals *Control own feelings and moods *Have a sense of independence *Are strong willed and have strong personal opinions *Pursue personal interests and set individual agendas *Self confident *Reflective *Learn through observing *Use metacognitive skills 	<ul style="list-style-type: none"> *Allow students to work at own pace *Assign individual, self- directed projects *Help students set goals *Provide opportunities for students to get feedback from each other *Involve the students in journal writing and other forms of reflection
Bodily-Kinaesthetic	<ul style="list-style-type: none"> *Use ones' body to communicate and solve problems *Remember through bodily sensations *Learn best through physical activities *Find it difficult to sit still for long *Have gut feelings about things *Is adept with objects and activities involving fine or gross motor skills *Play sports and be physically active *Use body language and gesture *Do crafts and mechanical projects *Dance, act or mime *Mime easily 	<ul style="list-style-type: none"> *Provide tactile and movement activities *Offer role playing and acting opportunities *Involve students in physical activity *Allow students to move while working *Use sewing, model making or other activities using fine motor skills
Linguistic	<ul style="list-style-type: none"> *Think in words *Use language and words in many different forms to express complex meanings *Tell jokes, riddles or puns *Like to read, write or tell stories *Use an expanded vocabulary *Play word games *Have a good memory for names, places, dates, poetry, lyrics, trivia *Create poems and stories using the sounds and imagery of words *Find spelling easy 	<ul style="list-style-type: none"> *Create reading and writing projects *Help students prepare speeches *Interest the students in debates *Make word games, crossword puzzles and word searches *Encourage the use of puns, palindromes and outrageous words
Logical-Mathematical	<ul style="list-style-type: none"> *Approach problems logically *Understand number *See patterns easily *Like abstract ideas *Recognise and solve problems using reasoning skills *Work out sums easily in their head *Work with numbers, figure things out and analyse situations *Know how things work *Ask big questions *Work in situations win which there are clear black and white solutions *Like computers *Devise experiments to test things out *Think in categories and see relationship between ideas 	<ul style="list-style-type: none"> *Construct Venn diagrams *Use games of strategy *Have students demonstrate *understanding using concrete objects *Record information on graphs *Establish time lines and draw maps
Musical	<ul style="list-style-type: none"> *Sensitive to non-verbal sound in the environment, including melody and tone *Aware of patterns in rhythm, pitch and timbre *Listen to and play music *Match feelings to music and rhythms *Sing, hum, whistle and move to music *Remember and work with different musical forms *Create and replicate tunes *Like to listen to music when working 	<ul style="list-style-type: none"> *Re-write song lyrics to teach a concept *Encourage students to add music to plays *Create musical mnemonics *Teach history through music of the period *Have students learn music and folk dancing from other countries

