



Cambridge Primary School

Quality - Tradition - Innovation

Gifted and Talented Definition

At Cambridge Primary school we believe that Gifted and Talented students are those who demonstrate exceptional performance and potential in relation to their peers of the same age in one or more of the following areas:

- General or specific academic aptitude
- Creative ability
- Leadership or social skills ability
- Visual or performing arts
- Physical ability
- Technological ability.

We also recognise that some students have outstanding abilities related to their specific cultural beliefs, values and practices. We acknowledge students who are multi-exceptional.

Multi- exceptional students are gifted or talented but also have either a learning difficulty, behaviour difficulty or social-emotional difficulties.





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Indicators of Giftedness in Maori Cultural Abilities and Qualities.

It is important to be aware that within the Maori culture it is unlikely that a parent will put forward their child as being gifted or talented. You will need to go outside of the school setting and speak to the Kaumatua and the Whanau of the child to get a true representation.

- Communicates in te reo Māori clearly, fluently and flexibly using a variety of advanced language structures and figures of speech;
- Can compose, deliver and respond to a karanga, karakia, mihimihi or whaikōrero appropriate to the occasion and audience;
- Has a broad knowledge of Māori, iwi and hapū history and tikanga; Has in depth knowledge of a particular iwi or hapū including their history, tikanga, dialect and whakatauaki;
- Has a broad knowledge of Māori mythology and can interpret myth messages in a contemporary context;
- Demonstrates advanced practical and creative ability in some form of Māori art or craft eg. carving, weaving
- Demonstrates advanced performing and creative ability in some form of Māori music eg. composes contemporary waiata and haka, has an extensive repertoire of traditional waiata;
- Displays advanced ability in Māori games, pastimes and practices eg. taiaha expertise;
- Has a keen interest in and wide knowledge of whānau, hapū and iwi whakapapa;
- Has a deep appreciation of traditional Māori values such as manaakitanga and whanaungatanga and embodies these in word and action;
- Has advanced spiritual understanding, perception, appreciation and ability (wairuatanga) and knowledge of traditional and contemporary karakia;
- Has in depth knowledge of traditional healing principles and practices;
- Possesses a strong sense of Māori identity and incorporates cultural content and allusion in many fields of endeavour;
- Has a high level of respect for and affinity with kaumatua;
- Possesses and is accorded a high degree of mana from peers;
- Has a well-developed sense of altruism and is selfless in service to others

Within the school setting you may see...

- manaakitanga: generosity – honouring, caring and giving mana to people, thus maintaining your own mana
- whanaungatanga: family values, relationships
- wairuatanga: balance – harmony, spirituality, being grounded, calm
- kaitiakitanga: caretaker/guardianship of knowledge, environment and resources
- rangatiratanga: ranga – to weave, tira – a company; leadership that inspires unity
- mātauranga: knowledge – intellect, thinking skills, wisdom, education, learned, studious
- te mahi rēhia: recreational pursuits – physical and artistic performance
- tikanga: approved etiquette – correct behaviour, truthful, proper, respectful.

Source:

Bevan-Brown, J.M. (2009). Identifying and providing for gifted and talented Māori students. APEX, 15(4), 6-20. Retrieved online from <http://www.giftedchildren.org.nz/apex/https://gifted.tki.org.nz/define-and-identify/characteristics-of-the-gifted-and-talented/>





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General Characteristics of Giftedness and Talent:

Below are some more commonly accepted general characteristics of giftedness. Note that these may differ for our Maori students and therefore consider the 'Indicators of Giftedness and Talent in Maori Cultural Abilities and Qualities'. GATE students will not exhibit all of these characteristics, rather a cluster of these traits.

Learning Characteristics:

- Learns rapidly and easily; may resist doing routine work or works in careless manner.
- Understands things well enough to teach others.
- Prefers complex and challenging tasks rather than basic work; may resist challenging tasks for fear his/ her struggle will be seen by others
- Knows about many things of which other children are unaware, retains knowledge.
- Verbally proficient; e.g. used sign language to communicate from an early age, began talking and using simple sentences at an early age, began talking later than usual but learning very quickly, exhibits advanced vocabulary for age or year level.
- Has an intense interest in text; e.g. recognised and understood symbols from an early age, demanded or demands stories to be read and follows stories closely, self-taught reader before school, asked to be taught to read at a young age, reading with comprehension at a level beyond peers, often found reading.
- Skilled in problem solving.
- Recognises relationships.
- Questions critically.
- Displays strong curiosity about many topics, or when something in particular catches his/ her attention.
- Early interest or awareness of numbers and patterns.
- Keenly observant
- Transfers learning to new situations
- Has a long concentration span when interest is caught; by about two years old, could and would concentrate for half an hour or more on something that caught your child's interest.
- Very strong memory; e.g. easily retains memory of ideas, places, songs and stories or facts and figures.
- Enjoys complex games and puzzles; dislikes repetitive activities/games/toys.
- Enjoys thinking about things, e.g. wants to know the reason for things, the hows and whys, and enjoys thinking about thinking.
- Has very detailed, often technical knowledge of interest area.
- Has a very broad general knowledge on all sorts of topics.
- Is interested in things that are usually thought of as being for older children or adults.
- Follows complex instructions.
- Is highly interested in / excels in movement activities, e.g. climbing, running, gymnastics, ball skills, and dance.
- Asks probing questions
- Learn basic skills quickly and with little practice



- Thinking is abstract, complex, logical, and insightful
- Rapid learner; puts thoughts together quickly
- read, write or use numbers in advanced ways
- write words (other than their own name) before school entry, without formal training
- show advanced preference for books and movies (unless their themes are emotive)
- display advanced skills in one or more school subjects.
- advanced speech in terms of vocabulary, grammar and clear articulation
- use of metaphors and analogies
- ability to invent stories and songs spontaneously
- ability to modify language for less mature companions
- use of language for a real exchange of ideas and information from an early age
- a sophisticated sense of humour.
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Motivational Characteristics:

- Has passionate interests, easily absorbed in activities and thoughts; may be unwilling to do others activities.
- Persistent in seeking task completion.
- Prefers to be independent, requires little direction; may dislike input or help from others, or dislike cooperative learning.
- Produces excellent outcomes in a group
- Assumes and discharges responsibility; may dominate others.
- Strong beliefs, opinionated.
- Well organised, plans and/ or uses time well.
- Sticks with tasks until completed.
- Begins projects with great enthusiasm but rarely finishes them.
- Enjoys teaching others.

Creative Characteristics:

- Displays intellectual playfulness; asks many 'what if' questions; may be a nonconformist.
- Enjoys experimentation e.g. invents new methods or solutions to tasks;
- Daydreams, is absent-minded, and regularly loses things.
- Displays a keen sense of humor or sees humour in subtle situations; may be the class clown, make jokes or comments at inappropriate times.
- Sensitive to the aesthetic characteristics and value of things.
- Had or has imaginary friends, enjoys reading/ writing/ drawing about imaginary creatures/ worlds.
- Makes up long complex games for friends and family.
- Is resourceful, improvises well.
- Enjoys drawing, designing, building or making things.
- Collects things
- Puts seemingly unrelated ideas together in new or different ways
- Enjoys creating stories or poems
- Enjoys playing with words and learning new languages.
- perceive the visual world accurately
- manipulate complex visual material and visual images
- engage with puzzles, mazes, map reading, model building
- dismantle mechanical devices
- discover new ways to reassemble construction toys



- have facility at putting together new or difficult puzzles
- make interesting shapes or patterns with objects
- be aware of visual properties and patterns
- process verbal communication slowly

Social/ Emotional Characteristics:

- Very alert as an infant; difficult to settle/get to sleep
- Has a strong sense of justice; may assertively oppose injustices
- Empathetic, very sensitive to the feelings of others.
- Seems to feel more deeply than others; may react and/or respond more intensely to other people's words or actions.
- Worries deeply about issues such as global warming, the environment, war etc.
- Self-confident; may believe he/she is values for what he/she can do rather than who he/she is; but may fear loss of regard from others if exceptional ability is 'lost'.
- Confident in taking risks
- Prefers older companions
- Tend to be perfectionists; may be self-critical and critical of others, may work slowly, procrastinate, avoid new challenges.
- Bases friendships on similarity of interest rather than age.
- Adjusts easily to new situations.
- Is conscientious and truthful
- Is thoughtful towards others, displays caring behaviour
- Often makes shrew and perceptive comments about people and their behaviour
- Likes to be on his/ her own for quite long periods
- Seems to have, or expresses, a feeling of being 'different' from other children of the same age, feels misunderstood, un-liked.
- Becomes impatient with other peoples who do not think as quickly as he or she does, tends to demand high standards of others as well.
- Tends to change behaviour to fit in with peers.
- Is manipulative
- Reports or has reported in the past frequent bullying, teasing or name calling by other children.
- Shows initiative
- Chooses to meditate.
- Becomes bored easily.
- Generally very tolerant, relaxed easy-going person.
- Asks penetrating questions of purpose and meaning and may have done so from an early age.
- Is reliable/ responsible for age, co-operative
- Organises games and activities for others
- Provides emotional support, guidance and/ or inspiration to others
- Seems to have wisdom beyond his or her years
- Very sensitive to lights, sound, feel of things, smells, taste.
- Highly sensitive

Artistic Characteristics:

- assigning elaborate characters to dolls, teddies or imaginary playmates
- generating elaborate sociodramatic play
- creating and performing in plays
- enjoyment of drama, role playing
- superior visual memory



- advanced skill at drawing, painting or other artistic modalities
- adept, controlled and purposeful drawing from an early age
- early acquisition of an extensive repertoire of shapes and lines that quickly become incorporated into recognisable forms
- complex, detailed and realistic representations in art work
- early awareness of perspective and depth in drawings.

Musical Characteristics:

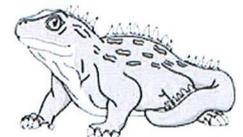
- are enthralled by musical sounds
- have a deep appreciation and understanding of music (with or without musical performance)
- are sensitive to musical structure – tonality, key, harmony and rhythm
- appreciate the expressive properties of music – timbre, loudness, articulation and phrasing
- have a strong musical memory that permits them to recall music and play it back later either by singing or through an instrument.

Gross and fine motor characteristics:

- early motor development, particularly in skills that are under cognitive control, such as balance
- ability to locate themselves within the environment
- early awareness of left and right
- advanced drawing or handwriting
- high levels of physical energy

Sources:

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Indicators of Giftedness in Pasifika Cultural Abilities and Qualities.

Below are the ten characteristics that have been identified by Faaea-Semeatu (2011) in our Pasifika students. Identification will again need to be sought from extended family to ensure true representation.

- adaptability (e.g., strategically adapts to New Zealand or Pasifika thinking)
- memory (e.g., cites formal Pasifika customs and familial and village links)
- church affiliation (e.g., uses knowledge and experience to benefit others)
- commitment to excellence (e.g., seeks self-improvement)
- relationships (e.g., uses talents to promote positive relationships)
- resilience (e.g., reacts to situations with purpose and dialogue)
- lineage/birthright (e.g., family traditions shape experiences)
- language fluency (e.g., communicates in oral/written forms of their mother language)
- leadership (e.g., faithful service progresses to leadership)
- representation (e.g, successful career pathways reflect on parents).

