## How well is your school providing for gifted students from minority cultures?

### Twenty-five questions for you to consider

#### Demographics

1. What is the cultural composition of the students in your school? (Give percentage of overall school population for each cultural group)
2. Does your school have a gifted register and/or programme?
3. If so, what is the ethnicity of the students identified/involved?
4. Do the numbers from each cultural group reflect their proportion within the whole school?
5. If not, which groups are over or under-represented and why is this so?

#### Concept

1. What are the conceptions of giftedness of the various cultural groups represented in your school?
2. What is your school’s definition of giftedness?
3. Does this definition include the essential elements of the cultural conceptions described for question 6?
4. If not, what elements need to be added?

#### Identification

1. What methods and measures are used to identify gifted students in your school?
2. Do these include a variety of culturally appropriate approaches that ensure gifted minority students are not overlooked?
3. Are students identified in areas that are highly valued by their cultural group including cultural skills and abilities?
4. Is both gifted performance and gifted potential identified?
5. Are parents, family and community members involved in a culturally appropriate way in identifying gifted students?

#### Provisions

1. What areas of giftedness are recognised and provided for in your school?
2. Do they take into account differing cultural perspectives, interpretations, values, behaviours and practices?
3. Do they include the arts, crafts, music, skills, traditions, knowledge and languages of minority cultures?
4. Do they include abilities and qualities that are highly valued by minority cultures?
5. Are parents, family and community members: Consulted about gifted provisions; involved in decision-making relating to these provisions and to their children’s participation in them; invited to contribute their expertise and involved in the evaluation of these provisions?

#### General

1. In what ways does your school provide a culturally responsive, supportive learning environment which reflects and values cultural diversity?
2. Does the identification and fostering of giftedness in minority culture areas and from multicultural perspectives receive the same priority, status, funding and time commitment as majority culture input?
3. Are teachers adequately trained to provide for gifted students from all cultures?
4. If not, what in-service education is offered to up-skill and update teachers in respect to testing, assessment, multicultural and gifted education?
5. Does your school have equity measures to ensure gifted students do not miss out on extension opportunities because of socio-economic factors?
6. Do gifted students from minority groups have access to role models/mentors (real or virtual) from their own culture?

From Bevan-Brown, J (2011) Indigenous conceptions of giftedness. In W.Vialle (Ed.) Giftedness from an Indigenous Perspective. Wollongong: Australian Association for the Education of Gifted and Talented, p10-23