**Identifying giftedness in Aotearoa New Zealand schools**

Highlight relevant characteristics/abilities with a particular learner in mind and make dated comments about how the learner is displaying those characteristics/abilities in the row below the domain.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Domain** | **Characteristics/abilities** |
| Intellectual/Academic  Mātauranga  (knowledge – intellect, thinking skills, wisdom, education, learned, studious)  Kaitiakitanga  (caretaker / guardianship of knowledge, environment and resources)  Tikanga  (approved etiquette – correct behaviour, truthful, proper, respectful ). | An intellectually gifted learner may:   * be quick to understand new concepts * think quickly * recall facts and concepts easily * use advanced vocabulary * have a large knowledge base * see patterns & relationships * make connections * be able to generalize, propose big ideas * think logically * reason critically * judge/challenge critically * ask probing questions * like intellectual challenge * prefer accurate and valid solutions * formulate and support ideas with evidence * jump stages in learning * be an avid reader or writer * find as well as solve problems * independently seek to discover the why and how of things * strive for high standards of personal achievement |
| Comments | |
| Creativity  Mātauranga  (knowledge – intellect, thinking skills, wisdom, education, learned, studious) | A creatively gifted learner may:   * be questioning * be curious * have a keen sense of humour, sophisticated for age * speculate and and think about the future or the past * demonstrates awareness of aesthetic qualities * be fluent (has lots of ideas) * be flexible (a range of different ideas) * be playful with ideas * be willing to take risks/experiment with ideas * produce unusual/different/original works |
| Comments | |
| Visual and performing arts  Ngā Mahi a Rēhia  (Recreational Pursuits - physical and artistic performance)  Kaitiakitanga  (caretaker / guardianship of knowledge, environment and resources) | A learner gifted in the arts may:   * be competitive in any of the arts * lead others in artistic pursuits * be highly motivated to improve expressive skills * produce original works superior to others of their age * have a strong reaction to being in the limelight–either positive or negative * analyse and interpret their observations and present them artistically * respond emotionally to the arts and their surroundings * be particularly sensitive to patterns * have the ability to visualise * engage effectively with an audience–through their work or themselves. |
| Comments | |
| Social/Leadership  Rangatiratanga  (ranga – to weave, tira – a company – leadership that inspires unity)  Kaitiakitanga  (caretaker / guardianship of knowledge, environment and resources)  Tikanga  (approved etiquette – correct behaviour, truthful, proper, respectful )  Manaakitanga  (generosity – honouring, caring and giving mana to people thus maintaining your own)  Whanaungatanga  (family values - relationships) | A gifted leader may:   * have a highly developed moral and ethical sense * have emotional depth and intensity * have unusual sensitivity to the feelings and expectations of others * be concerned about social/cultural problems * have intense need for equity and fairness * spend time thinking about feelings and/or emotions * describe their feelings with great precision * relate well to older children and adults, and often prefer their company * be willing to take personal action/be of service * synthesise ideas from group members to formulate a plan of action * show awhinatanga (helping & serving others) * show manaakitanga (hospitality) * show whanaungatanga (relationships) * show aroha (love for, caring & sensitivity to others). * actively seek leadership in social situations * be adaptable and flexible in new situations. |
| Comments | |
| Culture-specific abilities and qualities  Ngā Mahi a Rēhia  (Recreational Pursuits - physical and artistic performance)  Tikanga  (approved etiquette – correct behaviour, truthful, proper, respectful ). | A culturally gifted learner may:   * have knowledge of cultural traditions and practices * be able to share aspects of their culture with others * have mana amongst peers from the same culture * be able to lead others in cultural contexts * be able to express themselves through culturally derived performance, art, dress or technologies * speak two or more languages fluently * be driven to be of service to their particular culture/community * be able to move between cultural worlds * have pride in their culture. |
| Comments | |
| Physical/sport  Ngā Mahi a Rēhia  (Recreational Pursuits - physical and artistic performance)  Tikanga  (approved etiquette – correct behaviour, truthful, proper, respectful ) | A learner gifted in physical activity or sport may:   * be rhythmic * be athletic * like to play physically * be coordinated, balanced and confident in physical activities * be energetic * have extensive knowledge of the rules and regulations, history and current status of a particular sport or physical activity * demonstrate endurance, stamina and persistence in physical activities * excel in one or more sports * actively seek leadership in sporting activities. |
| Comments | |
| Technology  Mātauranga  (knowledge – intellect, thinking skills, wisdom, education, learned, studious) | A learner gifted in technology may:   * write computer code independently or pick up the skills faster than their peers * experiment and teach themselves new technology or software * create complex apps, websites etc. * demonstrate a wide range of technological skills * spend their free time developing their technological skills * become committed to and absorbed in tasks involving technology * offer to assist others to learn new technological skills * like to use Apps or technology in most areas of their lives * choose to use technology frequently in product differentiation, often with advanced techniques for their age * eagerly explore and discuss the use of technology. |
| Comments | |