Rutherford College Gifted and Talented Overview of Identification Process

Year		Identification Process	Focus group	Tools	Link to Provision
Year 8	Term 3	Visit Intermediates and plan process of identification and transition. Make contact with Māori and Pasifika parent and whānau groups.	SMT	Enrolment form with G&T component. Parent option for input.	
	Wk2 T.4	PL slot at staff meeting of contributing schools outlining rationale, aims, processes, and to trial the tools. Leave tools with schools to be completed by classroom teachers. Māori and Pasifika parent and whānau evenings	Yr 8 teachers of contributing Intermediates Parents and whānau	Frasiers/Karnesky Checklist Teacher Checklist (Sonia White) Maori and Pasifika identification forms.	Establish GATE register. Establish relationships. Identify needs. Build individual profiles
	Wk4	Collect forms from contributing schools and collate data against criteria.			Begin to develop provisions in response to needs.
		Create initial GATE group list		GATE Register	
	November	Pre entry testing – adapt initial list		Canterbury Test: Reasoning	
	December	Parent Evening of initially identified students.	Parents	Parent Checklist.	
		Individual Interviews and identification of needs	Parents and students, including those for Māori and Pasifika	Self profile tool. Frasiers profile.	
Year 9	Wk 2 T.1 Wk 9 T.1	MidYis Testing Meet with parent and whānau groups	Whole cohort Combined plus target groups	Analysis approx..	Further Movement Further identification of needs, individual and group; programme content and delivery.
		Build profile of identified students	Individual Yr 9 teachers of G&T Students	Teacher Checklist (Sonia White).	Extra opportunities for individual students
		Further identification of students	Yr 9 Teachers	Teacher Checklist (Sonia White).	Withdrawal Special Interest/Focus Group
		Self Nomination	Year 9 Students	TDI Self Profile; followed by Frasiers, Sonia White V2	
		Peer Nomination	Year 9 students	Peer Identification	
	Wk 9 T.2	Review	GATE Students	How Could I Get More Out Of School	Evaluation / reflection of provisions to date against identified needs.
	End T.4	Evaluation	Parents and students	Interviews (original data)	
Year 10 - 13	New Enrolments through Deans, twice yearly opportunities for school wide teacher and self- nomination processes. **Subject specific identification** utilising agreed upon identification tools within faculties – individual student and group pathways of learning.			Existing GATE student's on-going development and review as above. Purdue and NCCA Kaplan's maker model - provision	

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