



Pūmanawa Gifted Education at Te Kura o Hato Māka St Mark's School

Rationale

Why is pūmanawa gifted education important?

Definition

What is pūmanawa giftedness?

Identification

How do we identify our ākongā pūmanawa, gifted learners?

Provisions

How does our tiered support model meet the social, emotional, and learning needs of our ākongā pūmanawa, gifted learners?
What is MODS?

Huatau Grace

Through grace,
we act with
compassion
and humility

Hiranga Excellence

to achieve
excellence,
using the potential
of our God given
talents and gifts.

Māiatanga Courage

This gives us the
courage to act to
bring about change,

Piriponotanga Faithfulness

as we show
faithfulness to God
and others.

Rationale

Our Te Kura o Hato Māka St Mark's School vision calls on us to "partner with parents/whānau to encourage every learner's unique gifts and talents, to grow every learner's love of learning so that they have the skills and knowledge to serve God and others in an ever changing world." This includes our ākonga pūmanawa, gifted learners, whose social, emotional, and learning needs present unique challenges and opportunities. Our tiered support model for ākonga pūmanawa is guided by our St Mark's School values.

Huatau, Grace

With compassion, we respond supportively to the social, emotional, and learning needs of our ākonga pūmanawa. With humility, we acknowledge that "giftedness is involuntary – a natural gift. It gives no cause for claims of elitism" (NZAGC). It is not whakahīhī (boastful), to acknowledge unique learning needs.

Hiranga, Excellence

We appreciate that God given talents and gifts come in many forms. We hold ourselves to a high standard of evidence-based practice in pūmanawa gifted education, which we monitor through ongoing review, including ākonga and whānau feedback.

Māiatanga, Courage

We encourage our ākonga pūmanawa to be themselves and to become effective self-advocates in their learning. Where we encounter prejudice, we act to bring about change.

Piriponotanga, Faithfulness

We celebrate service as we show faithfulness to God and others. "Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

- Peter 4:10

Definition: What is pūmanawa giftedness?

Our definition of pūmanawa giftedness is based on community consultation, research, and evidence from our 2020-2023 pilot programmes. We welcome your feedback on our definition and identification process.

Te Kura o Hato Māka, St Mark's School, welcomes pūmanawa giftedness as a form of **neurodiversity** characterised by **exceptional aptitude** and **asynchronous development**. We affirm that pūmanawa giftedness occurs in all societal groups, including all cultures, ethnicities, genders, socio-economic strata, and disabilities. We partner with whānau to encourage God given gifts and talents through our St Mark's School values.

Neurodiversity Kanorau Ā-Roro

Neurodiversity is the idea that all brains and minds are different. Pūmanawa gifted minds thrive on advanced challenges and crave depth and complexity beyond the regular classroom. We are a neurodiversity affirming school, where difference does not mean deficit.

Exceptional Aptitude

Exceptional aptitude is the core trait of pūmanawa giftedness. Ākonga pūmanawa, gifted learners, have the potential to significantly exceed age-level expectations in their area/s of strength. Exceptional aptitude does not require and is not limited to academic achievement. Domains of exceptional aptitude include:

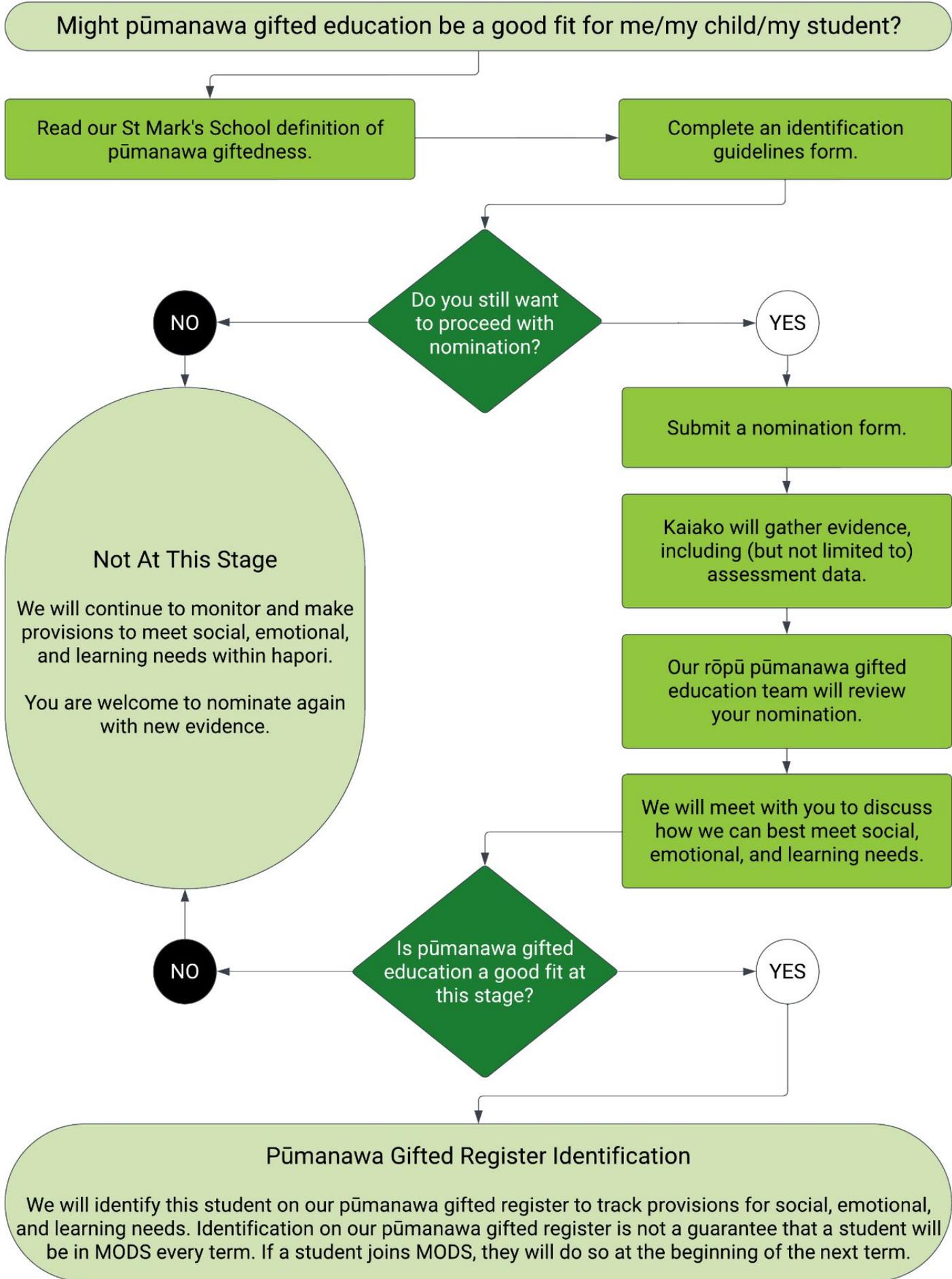
Intellectual, Creative Problem-Solving, Artistic Expression, Leadership, Cultural, Physical
Manaakitanga, Whanaungatanga, Wairuatanga, Kaitiakitanga, Rangatiratanga, Mātauranga, Te Mahi Rēhia, Tikanga

For detailed descriptions of these domains, please see the Mana Tu, Mana Ora identification guidelines.

Asynchronous Development

Ākonga pūmanawa, gifted learners, tend to be out-of-sync with their age peers. Development is advanced in their area/s of strength. Development may be delayed in other areas.

Te Kura o Hato Māka St Mark's School Pūmanawa Gifted Register Identification Process



Identification

We are committed to looking early, wide, and often for our ākonga pūmanawa. We value whānau nomination as our primary method of identifying pūmanawa giftedness, supported by kaiako nomination and ākonga (peer or self) nomination. We welcome ākonga to be involved in this process as leaders of their own learning. There are three steps to our identification process:

1. Identification Guidelines

Discuss and highlight a set of identification guidelines to support your decision on whether or not to proceed with nomination.

2. Nomination

Complete a nomination form and hand this into the office with your highlighted identification guidelines. Our rōpū pūmanawa, gifted education team, will review your nomination with your kaiako hapori.

3. Interview

We will meet with you to discuss your nomination and decide the best fit for the ākonga nominated within our tiered support model.

Please be aware that our identification process does **not** constitute a diagnosis of pūmanawa giftedness. Rather, our aim is to identify the best fit for ākonga within our tiered support model.

You are welcome to contact our Kaiako Pūmanawa, Cristy Yonetani, at any stage with questions or feedback: c.yonetani@saintmarks.school.nz

Identification Guidelines

These identification guidelines are intended to support your decision whether or not to proceed with nomination for our pūmanawa gifted education register. Please select whichever set of identification guidelines you think will be most appropriate and highlight the aspects that best describe your child.

Early Years

Recommended for ākonga in Mōkihi

Identifying Pūmanawa

Giftedness in Aotearoa New Zealand Schools

Recommended for ākonga in Waka Pūhara and Waka Hourua

Manu Tu, Mana Ora

Identifying Characteristics of Māori Giftedness

Recommended for ākonga of any age with an interest in Te Ao Māori perspectives of pūmanawa giftedness

Identification Guidelines: Early Years

These identification guidelines are adapted from Ruf (2022).

Please highlight the aspects that best describe your child. These identification guidelines are not formally scored and do not constitute a diagnosis of pūmanawa giftedness. Should you wish to proceed with nomination for our pūmanawa gifted education register, this information will be used to support your nomination.

Characteristics at Three to Four Years

- Highly inquisitive
- Highly talkative
- Increasing interest in books and reading and finding answers there
- Loves to debate and reason and argue
- Can do many things on the computer
- May become fearful of what they don't understand, tend to think ahead and worry
- Shows interest in how and why; ask questions and listen to answers unlike most age-mates
- Interested in strategy and application of rules; dismissive and annoyed at others who don't "get it"
- Bossy
- Creative
- Cleverly manipulative
- Perfectionistic, even obsessive about developing own skills

Characteristics at Four to Five years

- Many start reading simple books then chapter books almost spontaneously before they are five
- Interested in mature subjects but can be frightened by their own lack of perspective (e.g., natural disasters are both fascinating and frightening)
- Intuitive grasp of numerical concepts and mathematical reasoning; many can effectively compete with older children and adults in board and card games
- May start to question the meaning of life, their own worth, etc.
- Huge vocabulary, huge memory for facts, events, and information
- Increasing facility with computers and keyboarding, video games
- Obvious abstract reasoning ability, love of concepts and theorising; philosophical and speculative
- Great need to engage others in meaningful and intelligent conversation about the things that interest them (the children, not necessarily the adults)

Current Characteristics

- Is good at thinking.
- Learns easily and learns quickly.
- Uses, and understands, sophisticated oral language.
- Has an exceptional memory. Retains a quantity of information.
- Has a long concentration span - when interested.
- Perseveres. Is motivated.
- Is curious with wide ranging interests and knowledge.
- Has a preference for older companions including adults.
- Is a keen observer. Has an eye for detail.
- Is interested in, and skilled with, numbers.
- Has exceptional spatial ability (puzzles, mazes, maps, diagrams).
- Demonstrates early or sophisticated drawing or writing.
- Is individualistic.
- Shows leadership skills.
- Achieves milestones earlier.
- Is an early and avid reader.
- Has high mental energy.
- Is highly imaginative or creative.
- Is a perfectionist.
- Shows sensitivity and empathy.
- Is concerned with moral or social issues.
- Is intense.
- Shows a sophisticated sense of humour.
- Has high academic achievement.
- Works independently.
- Is self-motivated, self-sufficient.
- Demonstrates/demonstrated rote knowledge: counting, alphabet, knowledge of body parts etc.
- Shows advanced social skills: mature understanding of social situations.
- Is emotionally well adjusted.
- Requires little sleep.

Identification Guidelines: Identifying Pūmanawa Giftedness in Aotearoa New Zealand Schools

These identification guidelines are adapted from NZAGC, McAlpine and Reid (1996).

Please highlight the aspects that best describe your child. These identification guidelines are not formally scored and do not constitute a diagnosis of pūmanawa giftedness. Should you wish to proceed with nomination for our pūmanawa gifted education register, this information will be used to support your nomination.

| Intellectual/Academic Domain | Characteristics/Abilities |
|--|--|
| <p><u>Mātauranga</u> (knowledge – intellect, thinking skills, wisdom, education, learned, studious)</p> <p><u>Kaitiakitanga</u> (caretaker / guardianship of knowledge, environment and resources)</p> <p><u>Tikanga</u> (approved etiquette – correct behaviour, truthful, proper, respectful)</p> | <p>An intellectually gifted learner may:</p> <ul style="list-style-type: none"> ● 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 generalise, 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 |

| Creative Domain | Characteristics/Abilities |
|---|--|
| <p><u>Mātauranga</u> (knowledge – intellect, thinking skills, wisdom, education, learned, studious)</p> | <p>A creatively gifted learner may:</p> <ul style="list-style-type: none"> ● be questioning ● be curious ● have a keen sense of humour, sophisticated for age ● speculate and think about the future or the past ● demonstrate 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 |

| Visual and Performing Arts Domain | Characteristics/Abilities |
|---|--|
| <p><u>Ngā Mahi a Rēhia</u> (recreational pursuits - physical and artistic performance)</p> <p><u>Kaitiakitanga</u> (caretaker / guardianship of knowledge, environment and resources)</p> | <p>A learner gifted in the arts may:</p> <ul style="list-style-type: none"> ● 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 |

| Social/Leadership Domain | Characteristics/Abilities |
|--|--|
| <p><u>Rangatiratanga</u> (ranga – to weave, tira – a company – leadership that inspires unity)</p> <p><u>Kaitiakitanga</u> (caretaker / guardianship of knowledge, environment and resources)</p> <p><u>Tikanga</u> (approved etiquette – correct behaviour, truthful, proper, respectful)</p> <p><u>Manaakitanga</u> (generosity – honouring, caring and giving mana to people thus maintaining your own)</p> <p><u>Whanaungatanga</u> (family values - relationships)</p> | <p>A gifted leader may:</p> <ul style="list-style-type: none"> ● 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 |

| Cultural Domain | Characteristics/Abilities |
|--|--|
| <p><u>Ngā Mahi a Rēhia</u> (recreational pursuits - physical and artistic performance)</p> <p><u>Tikanga</u> (approved etiquette – correct behaviour, truthful, proper, respectful)</p> | <p>A culturally gifted learner may:</p> <ul style="list-style-type: none"> • 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 |

| Physical/Sports Domain | Characteristics/Abilities |
|--|--|
| <p><u>Ngā Mahi a Rēhia</u> (recreational pursuits - physical and artistic performance)</p> <p><u>Tikanga</u> (approved etiquette – correct behaviour, truthful, proper, respectful)</p> | <p>A learner gifted in physical activity or sport may:</p> <ul style="list-style-type: none"> • 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 |

Identification Guidelines: Manu Tu, Mana Ora Identifying Characteristics of Māori Giftedness

These identification guidelines are adapted from Mahaki and Mahaki (2007).

Please highlight the aspects that best describe your child. These identification guidelines are not formally scored and do not constitute a diagnosis of pūmanawa giftedness. Should you wish to proceed with nomination for our pūmanawa gifted education register, this information will be used to support your nomination.

Manaakitanga

(generosity - honouring, caring and giving mana to people thus maintaining your own)

Ma tau rourou, ma taku rourou, ka ora ai te iwi.

With your contribution and my contribution, the people will thrive.

A student gifted in Manaakitanga will:

- exhibit the capacity and natural inclination to respond, nurture, and care for others;
- have integrity and mana;
- have a sense of occasion; be welcoming; demonstrate hospitality;
- show generosity of spirit; be giving and understand the importance of, and demonstrate reciprocity;
- be strong in tautoko qualities (support; value that one person's success is the success of the group).

Whanaungatanga

(family values - relationships)

Ma te tuakana ka to tika te teina; Ma te teina ka to tika te tuakana.

By the elder's actions the younger will find the right path. The reverse is also true. The younger keeps the older on the straight path, because of the responsibility the older one bears.

A student gifted in Whanaungatanga will:

- form, strengthen & maintain bonds with peers;
- value and promote loyalty and inclusiveness;
- be a role model, team player, and connect well with others;
- demonstrate an awareness of relationships and positions;
- be aware of their responsibility, especially in relationship to others;
- be strong in tautoko (support: value that one person's success is the success of the group).

Wairuatanga

(balance – harmony, spirituality, being grounded, calm)

Nga wai e rua; he ira tangata, he ira Atua.

The dual balance which flows within the physical and spiritual being

A student gifted in Wairuatanga:

- has ability to 'read' the wairua of an environment or event and to respond appropriately;
- has the ability to nourish and restore their wairua;
- is a sensitive and reflective thinker;
- has a heart of humility which is open and giving;
- may appear 'absent-minded' or introspective but can be incredibly insightful on occasion (not always on prescribed occasions).

Kaitiakitanga

(caretaker / guardianship of knowledge, environment and resources)

Toi te kupu, toi te mana, toi te whenua.

Guard the permanence of language, mana, and land.

A student gifted in Kaitiakitanga:

- has a very strong awareness of global issues and responsibility;
- recognizes that human welfare and care for the environment are inextricably linked;
- is internally driven with a passion;
- is perceptive – aware of the need to nurture and maintain knowledge, environment & resources for the short term or long term future;
- demonstrates that need comes before self;
- may be a gifted storyteller: have an excellent memory, knowledge of and pride in linking whakapapa, iwi, geography.

Rangatiratanga

(ranga – to weave, tira – a company – leadership that inspires unity)

Tamati akonga i te kainga, tau ai i te marae.

A child educated to be strong in their own identity stands as a chief on the land.

A student gifted in Rangatiratanga will:

- have mana amongst their peers;
- be a visionary and strategic thinkers: their opinion is sought, valued and considered;
- stand up for beliefs and values sometimes against adversity;
- inspire and motivate others to work for the common good;
- show initiative and motivation; see beyond the obvious to recognise what needs to be done;
- often have the mandate from the group as the spokesperson;
- reflect and present controversial ideas with respect.

Mātauranga

(knowledge – intellect, thinking skills, wisdom, education, learned, studious)

Whaia te pae tawhiti kia tata; Ko te pae tata, whakamaua kia tina.

Pursue your goals to the furthest horizon;

Use new skills as tools to achieve further goals.

A student gifted in Mātauranga:

- has intrinsic motivation and persistence to seek and acquire knowledge;
- has advanced thinking skills; thinks critically and creatively;
- has effective use of knowledge and intellect;
- learns quickly and can transfer knowledge into new contexts;
- can problem find, problem solve and analyse;
- is intuitive and visionary;
- is acknowledged and sought after for their expertise;
- shares knowledge wisely and with discretion;
- has ability in language skills, e.g. oral storytelling- excellent memory, knowledge of and pride in whakapapa, iwi, geography, and can make links.

Te Mahi Rēhia

(Recreational Pursuits - physical and artistic performance)

E kore te kakano e ngaro, i ruia mai i Rangiatea.

A seed born of greatness will never be lost.

A student gifted in Te Mahi Rehia demonstrates ihi, wehi, and wana (linking appropriate knowledge of whakapapa and iwi to the occasion) and has ability in one or more of the following:

- Visual Arts: (includes Raranga (weaving) Tukutuku, Whakairo (carving) Kowhaiwhai (motifs & symbols);
- Music: (includes Taonga Puoro); performance and composition;
- Performing Arts: Waiata, Haka, Karakia, Mau Rakau (traditional weaponry), Toi Whakaari (drama). Whai Korero (oratory skills), Karanga, Poi;
- Sports

Tikanga

(approved etiquette – correct behaviour, truthful, proper, respectful)

Hoki ki to maunga kia purea koe e nga hau o Tawhirimatea.

Turn to your homeland and access the knowledge of your ancestors.

A student gifted in Tikanga:

- can demonstrate initiative and appropriate behaviour before, during and after events;
- has knowledge of protocols customs and rituals that demonstrate and reinforce values and beliefs;
- maintains, directs, and guides others in appropriate tikanga;
- can transfer and appropriately adapt tikanga to a variety of situations and environments.

Pūmanawa Gifted Register Nomination

Ākonga/Student: _____

Nominated By: _____

Date: _____

We are committed to looking early, wide, and often for our ākonga pūmanawa, gifted learners. Please feel free to contact our Kaiako Pūmanawa, Specialist Teacher Gifted, Cristy Yonetani, if you have any questions about this nomination process: c.yonetani@saintmarks.school.nz.

Have you attached your completed identification guidelines form?

Yes No

Does your child have a diagnostic assessment identifying giftedness or multi-exceptionality?

Yes No

St Mark's School Values

Pūmanawa giftedness is culturally embedded. We invite you to share your unique culture and values through our shared culture of St Mark's School values. How does this ākonga show huatau, hiranga, māiatanga, or piriponotanga? Are there other domains where this ākonga really shines?

Exceptional Aptitude

In which area/s does this ākonga show the potential to significantly exceed age-level expectations?

Other Traits of Pūmanawa Giftedness

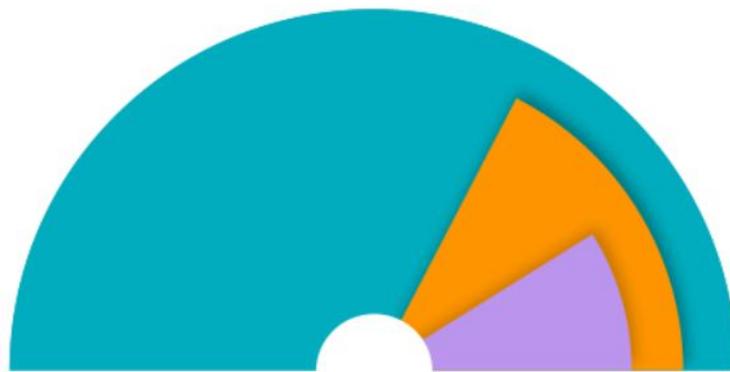
Have you noticed other traits of pūmanawa giftedness, such as asynchronous development or intensities? This may include challenges as well as strengths.

How might this ākonga benefit from participating in MODS?

What happens next?

Please hand in your identification guidelines form and nomination form at our school office. Your nomination will be given careful consideration by our rōpū pūmanawa gifted education team in consultation with your Kaiako Hapori (Classroom Teacher) and any specialists working with your child. We will then meet with you to discuss how we can best meet your child's social, emotional, and learning needs within our tiered support model.

Provisions In Our Tiered Support Model



Universal

Tier one



Strengthens inclusive practices and systems for all mokopuna, whānau and educators across all settings

Targeted

Tier two



Offers more focused approaches to support mokopuna, whānau and educators

Individualised

Tier three



Provides more individualised supports tailored for the specific needs and circumstances of mokopuna, within their contexts

| Universal Tier one | Targeted Tier two | Individualised Tier three |
|--|---|--|
| All students need strengths-based, differentiated teaching and learning in their hāpori. | Some students need specialised teaching and learning to meet pūmanawa gifted social, emotional, and learning needs. | A few students need a more personalised approach to teaching and learning, which is coordinated in an individual education plan (IEP). |
| Examples | | |
| A wide range of opportunities to show pūmanawa giftedness across domains (areas of strength) | enrichment maths groups Kiwi Competitions Zones Sports MODS | individualised pathways to NCEA credits through Te Kura specialist learning support |

Modified One Day School - MODS

Our Modified One Day School (MODS) programme is part of our tiered support model for ākonga pūmanawa, gifted learners. MODS provides specialised teaching and learning experiences targeted to meet the unique social, emotional, and learning needs of ākonga pūmanawa. Ākonga on our pūmanawa gifted register are invited to participate in MODS each term, based on their unique strengths and needs. Groups are revised each term to create small, balanced combinations of ākonga across or within year-levels. It is expected that ākonga on our pūmanawa gifted register will not always be in MODS, as we cover a range of themes each year focusing on different domains (areas of strength), and there will be times during the school year when social, emotional, and learning needs can be met within hapori.



Fellowship

Grow a sense of belonging, identity, and community.



Action

Activate and integrate body and mind for health and wellbeing.



Challenge

Ignite curiosity beyond the curriculum.

Our MODS curriculum has three strands: fellowship, action, and challenge. This curriculum is being developed with ākonga and whānau feedback, which emphasises the need for a holistic approach grounded in hauora, wellbeing. Opportunities for like-minded fellowship are especially important to us in MODS. High standards for creative, caring, and critical thinking are guided by Kaplan and Gould's Depth and Complexity Framework.

Ākonga Feedback

"I feel very happy... and calmer knowing I'm not the only person who thinks this way and having a place I can go where I can just learn what I want to learn"

"You have to try to fit in a bit more in class, but in MODS I fit in more anyway, so I don't have to try to fit in my differences."

"MODS has been making a big difference in my academic life, it has... challenge[d] me in ways I haven't faced before."

Whānau Feedback

"MODS has been a space where [she] is free to be herself and be amongst others that share her level of intensity."

"He talks lots about connecting with other MODS kids and them... being on his wavelength."

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