

- The “Cinderella” is GATE in NZ.
- “The shoe” is not perfect.
- “The shoe” (current model) is trying to cover all the bases of GATE in NZ.
- Why did “Cinderella’s” shoe fall off?

EXAMPLES OF SOME BARRIERS TO GATE PLD

In PPTA News (p. 13 August 2014)
3673 members were surveyed
about what type of MOE-funded PLD
they wanted in 2015.

**43% wanted
subject-specific PLD**

**ONLY 6% (220/3673) OF
RESPONDENTS
WANTED GATE
PROFESSIONAL
DEVELOPMENT**

-All New Zealand schools were invited to take part in an online survey to contribute to the study, and results were based on 327, 13% that responded.”

Riley, T. & Bicknell, B. (Updated 18/06/2014) in <http://i.stuff.co.nz/national/education/10172507/NZ-schools-a-step-back-for-gifted-kids>

“SOME GIFTED LEARNERS AT RISK OF STAGNATING...”
“The study found confusion persisted in some schools with how to define and identify gifted learners, particularly students from minority cultures where giftedness may be expressed collectively.” (Riley & Bicknell, 18/06/2104)

“The Ministry spokesperson said it supported schools to provide for their gifted and talented students in a range of ways,” including development of resources, professional development opportunities and providing them with **“rich learning opportunities”**

STUFF.co.nz article (A. Gulliver)

“If the majority of educators in New Zealand in 2012 are still swimming in a sea of uncertainty when it comes to understanding about concepts of giftedness and talents then moves to ameliorate this confusion are needed from both policy makers and professional development providers in the field.”

She continues, **“The focus of future studies should be those who work at the “coal face” and who are responsible for both policy and practice in our schools and centres.”**

(Tapper, pg 9 2012)

CONTENTIONS

- **The MOE is abdicating its responsibility to provide for the individual needs of these “priority learners.”**
- **From the research to date (above), most schools are not really interested in GATE PLD.**
- **In order to make a whole heap of difference to these students, there are too few GATE Coordinators doing post-graduate training in this area.**

Who are the losers in this scenario?

RECONCEPTUALISATION OF CURRENT PARADIGM

GATE COORDINATORS SHOULD UNDERTAKE POST-GRADUATE TRAINING IN GATE TO BE ABLE TO LEAD THEIR COLLEAGUES IN PROVIDING FOR THE LEARNING, SOCIAL AND EMOTIONAL NEEDS OF THEIR STUDENTS.

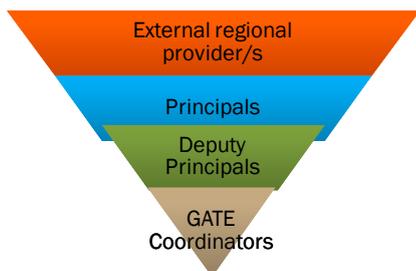
“Gifted children are priority learners too.”

GIFTED NZ (2014)

Therefore, the premise of this workshop is that gifted children/students need the expertise of teachers who have, at the very least, been exposed to GATE in-service PLD facilitated by trained GATE Coordinators.

This is what the current GATE PLD paradigm looks like in NZ

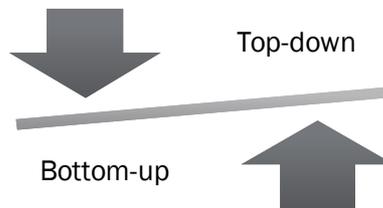
CURRENT TOP-DOWN PARADIGM OF GATE PLD IN MOST PUBLIC SECONDARY SCHOOLS IN NZ



This top-down model is necessary ...but is it sufficient on its own?

WHAT ABOUT CLASSROOM TEACHERS IN THIS TOP-DOWN MODEL?

**GOING FOR THE MIDDLE GROUND
A SUGGESTED APPROACH TO A NEW MODEL**



THE MOE AND SCHOOLS MUST BE RESPONSIBLE FOR ENCOURAGING AND FACILITATING POST-GRADUATE TRAINING FOR THEIR GATE COORDINATORS FROM THE BOTTOM UP IN SCHOOLS

What appropriate training is there in NZ for GATE Coordinators to enable them to credibly lead in-service GATE PLD?

Would post-graduate training enable GATE Coordinators to lead GATE PLD in their schools?

Who would be the stakeholders in enabling post-graduate training for GATE Coordinators?

What are the barriers to this proposed paradigm shift, i.e., GATE Coordinators training to lead in-service GATE PLD?

If you are the GATE Coordinator in your school, I would strongly encourage you to decide to do some form of post-graduate training in GATE: part-time, as part of a sabbatical or by distance learning.

Thank you for participating in this workshop and sharing your thoughts