

Three small rural
New Zealand schools,
one BIG innovative idea!



AAEGT 12th National Gifted and Talented Conference,
Hobart, 2008



Collaborative Innovation for Rural Schools

Three rural New Zealand schools wanted to “Celebrate the Ability” of their students and staff.

Since 2005, One Tree Point School, Ruakaka School and Waipu School have collectively planned and implemented a comprehensive Gifted and Talented programme that maximised their expertise and resources in a collaborative manner.

Objectives of the Project

To increase children's ability to integrate thinking skills into the problem solving activities occurring in a range of curriculum areas;



To provide the opportunity to work together successfully as students within a community with common needs and interests;



To encourage the students across the cluster to take control of their own learning; and



To provide a wide range of extension workshops designed around the needs and interests of our collective gifted and talented students to bring about student attitudinal change to thinking and learning.



Student Selection

Student selection based on individual school roll size. Twenty six students in total.

A holistic approach to identification and selection considering student performance and potential.

Student Selection

Teacher observation and anecdotal information, those students who exhibited exceptional abilities or whom teachers believed had the potential for exceptional performance in the following areas;

- Creative / Productive Aspects

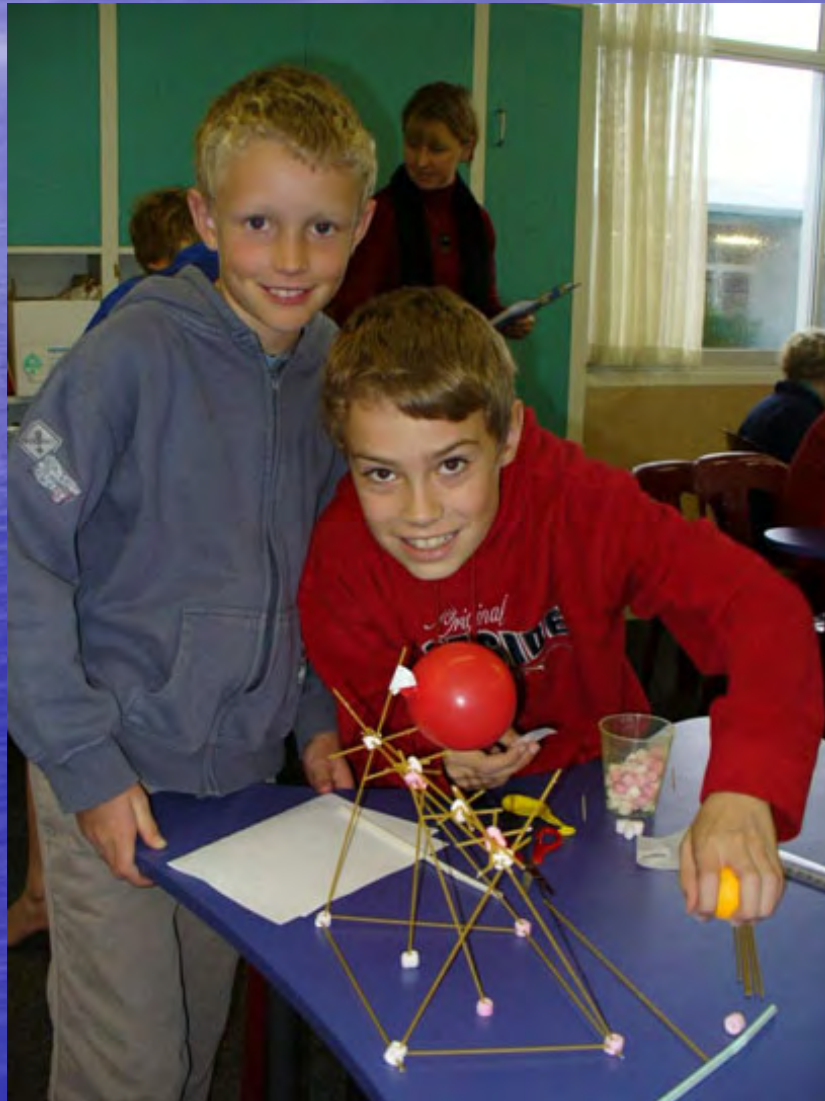
- Leadership and Social Aspects

- The Arts

- Psychomotor Aspects, and

- Naturalistic Aspects

Habits of Mind Creative Challenges





















Group Banners

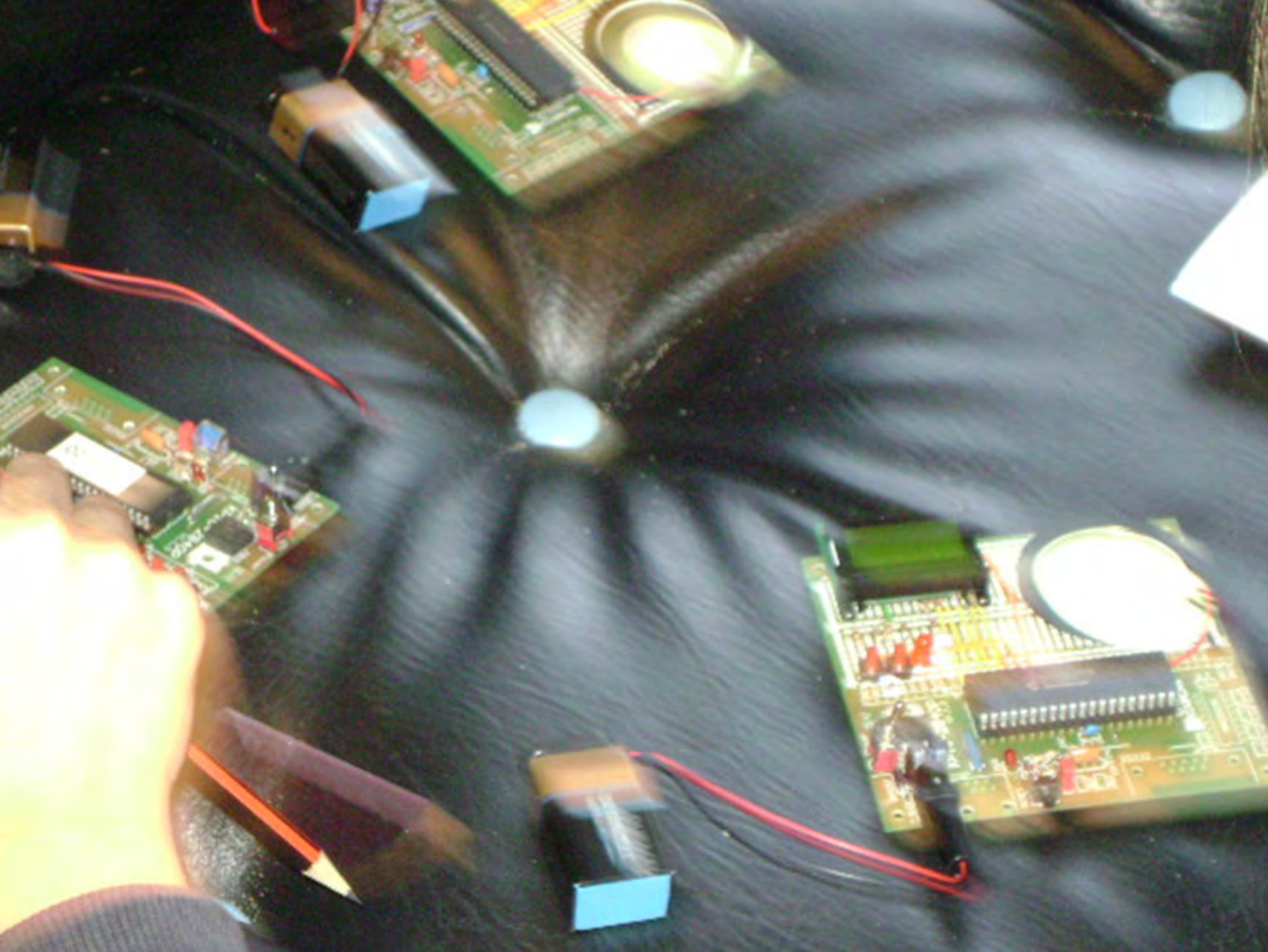




Emma
Anna
Sam
Taylor E
Taylor

blue

Purple



STRIPEY THE FISH



















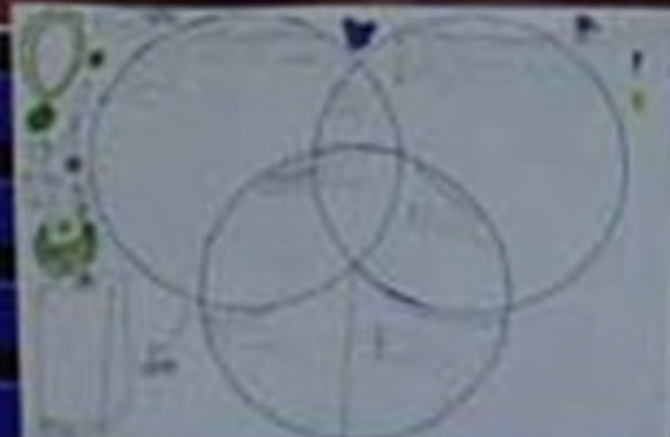
Hatshepsut



KIRI TE KANAWA



Walt Disney





WILLIAM TELL



William Tell was a Swiss man who lived in the 14th century. He was a brave and skilled marksman. One day, he was told by the Swiss authorities that he had to shoot an apple off his son's head or his son would be killed. William Tell did this and became a hero.



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GEORGE LUCAS



HELEN KELLER



Tri-school Professional Development Collaboration

Tri-school combined teacher professional development;

2005 Thinking Skills

2006 de-Bono Thinking strategies

2007 Costa and Kallick 2000,
Habits of Mind

2008 New Curriculum Key Competencies and
Habits of Mind links

Collaboration is a powerful tool.....





Nathaniel

He bel

He

He want

His IC

Bill's

His OKP

Bono's

Building a Raft

Name: Seagulls Title/Topic: Building a Raft Time Needed: 2

What I Need	Outcomes
flax stalks Wire pliers knife	We had to tie the wire to hold the stalks together.
	We had to cut the ends to make them pointy.
	You had to cut them the same long.
	We have finished.

Directions

found the same lengths of flax stalks. They had to be the same thickness.

lengths of flax stalks

Cannor Emma Hope Xavier

Our New Ideas

- same lengths.
- plastic bottles to float.
- Thicker flax stalks.

"I don't know how you thought about how it would move?"

Emma Hope Xavier



At camp a raft was made and the kids tested it in the river. The Black Sea if they would back at the Green Hall. The raft was made of sticks and leaves.

Building a Raft

Name: Seagulls Title/Topic: Building a Raft

Problem	Solution
the cardboard didn't stay up on our raft	We Tied it back back up.



Our New Ideas

- Stumpy Vm.
- made it buoy
- make better
- Same Ideas

Some camp kids

Our New Ideas

- a salt
- SE mix
- 1/2 tubes
- 1/2 tubes

I like your idea about the water. How will you make it and attach it?

Fyne Adam

Our New Ideas

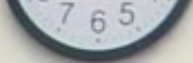
- make it more
- put flange on it
- put wheels on it

I like your idea but I'm curious about the wheels.

Dorelle Taylor - Honoree Adam







TO BE SHELVED

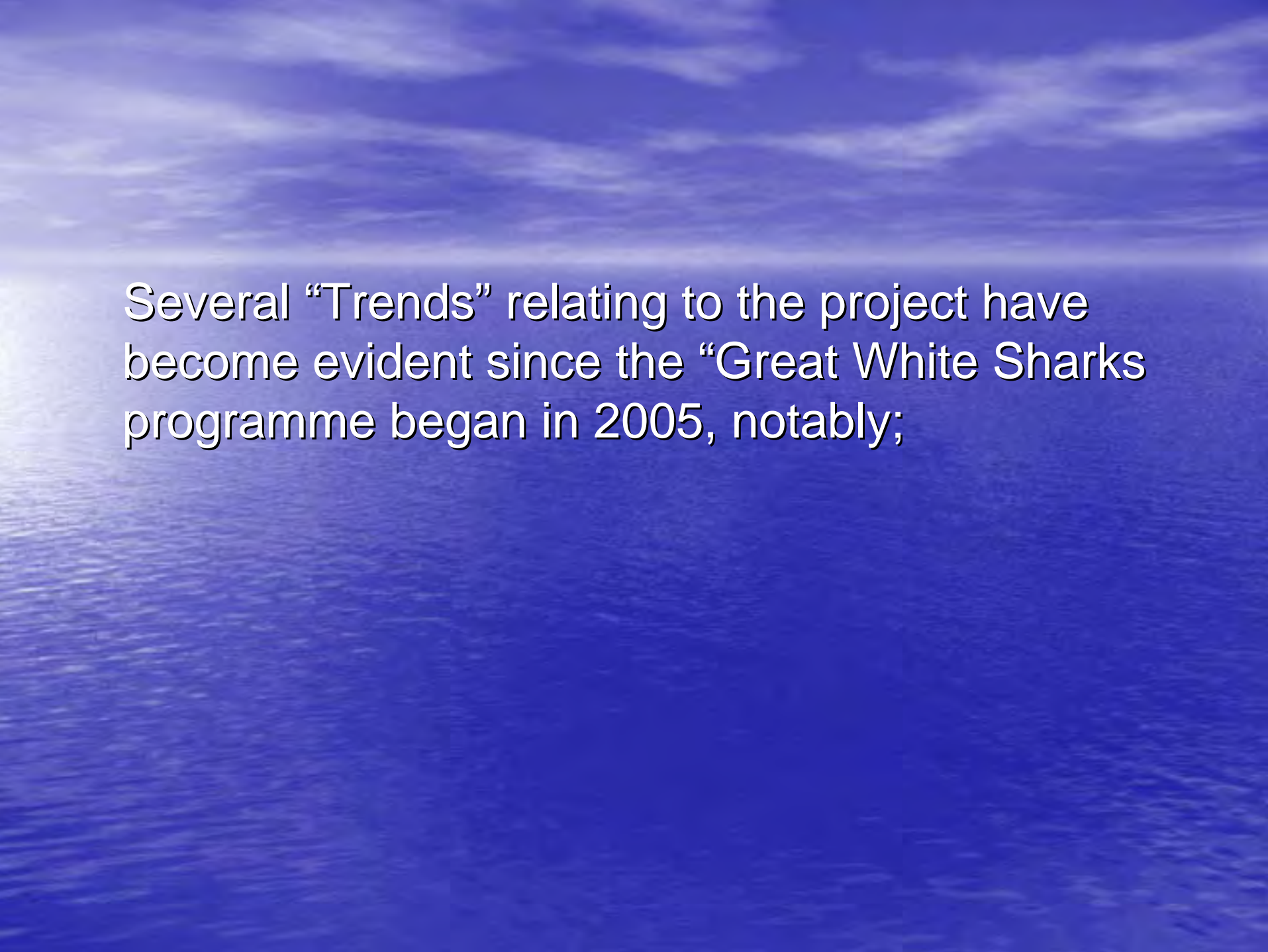






Tri-school Teacher Collaboration

Surveyed results indicated that out of the 17 teachers surveyed, 4 teachers found the Tri-school Professional Development “Mildly Effective” and 13 teachers found it “Very Effective.”



Several “Trends” relating to the project have become evident since the “Great White Sharks programme began in 2005, notably;

Positive student attitudes to participating in the “Great White Sharks” programme with like – minded peers,

An increased awareness of “Higher Thinking Strategies” and evidence of implementing these within the mainstream environment,

Positive feedback from the staff about the children participating in the programme, and a “transfer” of thinking skills covered in the “Great White Sharks” programme back into their mainstream classroom,

Positive “verbal” feedback from Parents regarding the attitudes and behaviour of their children, since attending the “Great White Sharks” programme.

This verbal confirmation of the programme from parents was also supported in the comments from the returned Parental surveys sent out in August 2005 and in 2006,

An observed student increase in computer / laptop confidence and competence, especially in relation to compiling powerpoint presentations and website critique skills,



The questionnaire used to gather baseline data at the 2005 camp was repeated after 16 sessions of the “Great White Sharks” Thinking Group in 2005, 2006 and 2007.

Results from this questionnaire indicated;

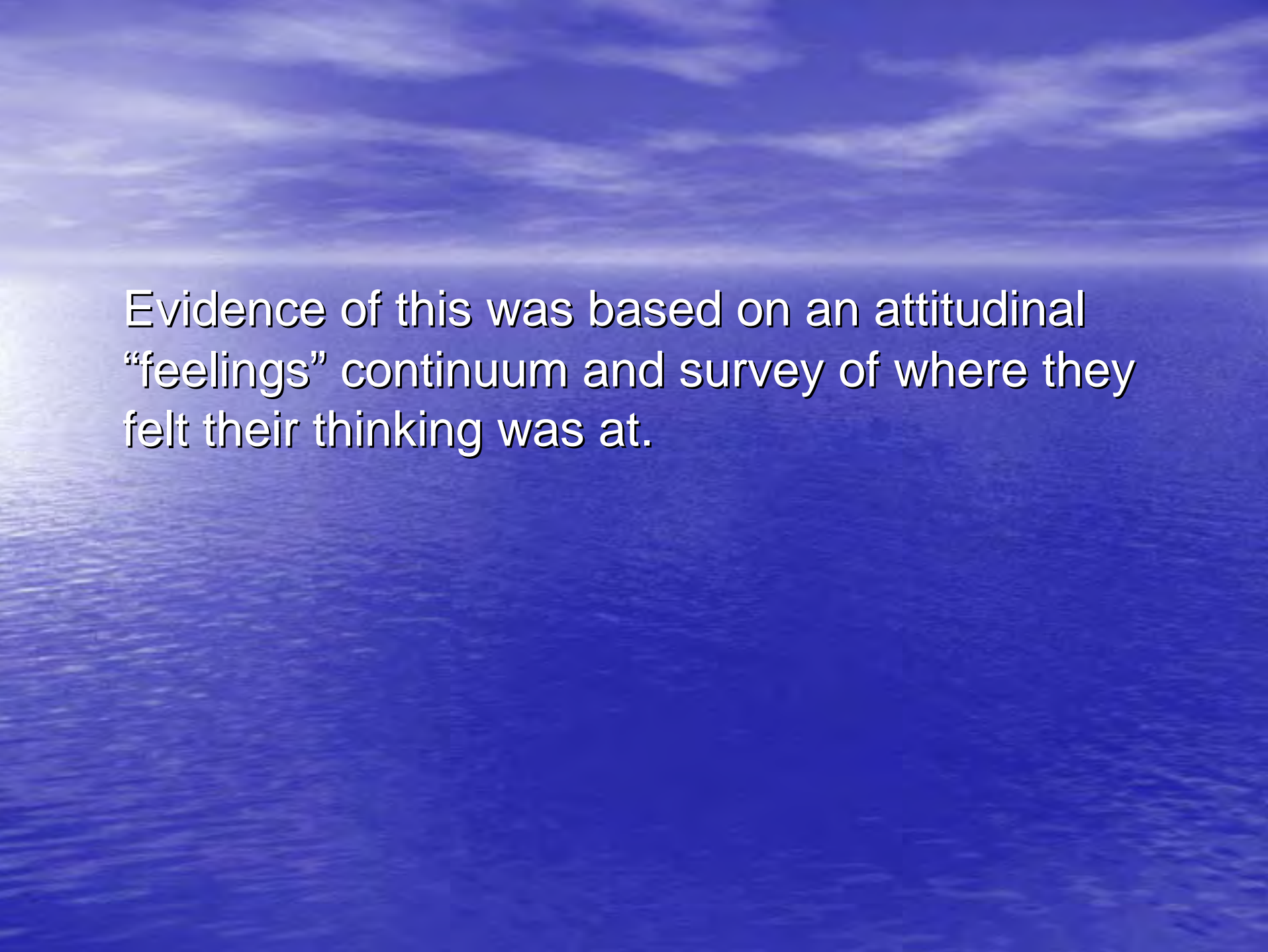
1. a greater frequency of “Habit’s of Mind” (Costa and Kallick 2000) usage,
2. an increased skill level in using “Habits of Mind “ (Costa and Kallick 2000)
3. a noted improvement in the personal use of “Habit’s of Mind” (Costa and Kallick 2000)
4. The types of questions asked by children indicated evidence of Higher Order thinking taking place.

Tri school professional development teacher surveys indicated positive teacher feedback on the “Effectiveness” of the Tri-school Professional Development sessions,

Real evidence of the specific teaching and infusion of thinking strategies into teacher planning and the classroom environments within all three schools,

An attitudinal change to thinking by the students in the Great White Sharks Thinking programme, but especially with the year six students who have been in the Great White Shark's Thinking programme for the last 3 years.





Evidence of this was based on an attitudinal “feelings” continuum and survey of where they felt their thinking was at.

All third year Great White Sharks Thinking group students indicated a significant change in their attitude towards thinking and learning.



Where to from here?

2008 Support from Waipu business, North Pine Mill.





Now it's your turn.....

Big Light and Fragile Challenge

