



Otumoetai College

Advanced Learner Programme

This is a copy of the presentation shown and discussed with parents at the Year 9 AL Parents' Night, early in Term 1.

For more information regarding the AL Programme, please contact the Advanced Learner Coordinator.



Who is an Advanced Learner?

- 'Advanced Learner' (A.L.) is the term we use for our most able students, some of whom will be gifted and talented.
- Ministry of Education:
*"Gifted and talented learners are those with exceptional abilities relative to most other people. These individuals have certain **learning characteristics** that give them the potential to achieve outstanding performance"* (M.O.E., 2000).



Advanced Learners

- We recognise that the learning needs of advanced learner students may differ greatly from other students,

"students who exhibit characteristics of giftedness or talent have learning needs that are significantly different from those of other children", (M.O.E., 2002, p.2)

"these students require different learning opportunities and may need emotional and social support to realise their potential."

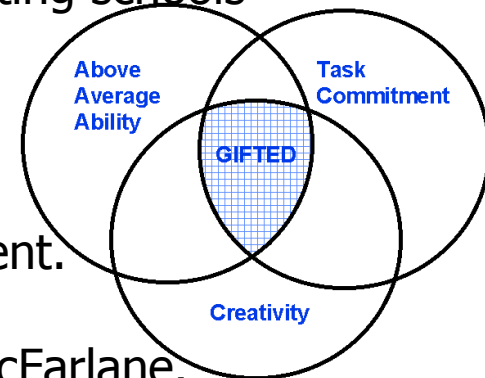
(M.O.E., 2002, p.2)

- Consequently, we have developed the A.L. Programme to support the varied needs of these learners.



Identification

- We use a very wide range of indicators:
 - Year 8 C.E.M. testing (college placement testing)
 - P.A.T.s / AsTTle / ICAS
 - Anecdotal evidence
 - Any additional information gained from contributing schools
 - Parent recommendations
- Consideration of observable learner traits, e.g. Renzulli's 'Three Ring Model of Giftedness' includes traits such as creativity + task commitment.
- Maori indicators of 'giftedness' -Bevan-Brown, MacFarlane.
- The presence of a specific learning difficulty (e.g. dyslexia) does not exclude a student from being identified as an Advanced Learner. Such learning differences will be supported and accommodated.
- Placement review on-going.





Learning Traits/Characteristics

- Often learn more quickly / require less practice
- Often have an exceptional memory
- Often have the capacity for long periods of concentration
- May ask probing questions
- Often keenly alert and observant
- Might have made leaps in learning
- Often complex thought processes/ability to juggle complex material
- Often divergent/creative
- Often critical/analytical
- May have exceptional reasoning ability

Note i: For every gifted child who displays one particular trait, there can be another who displays the exact opposite.

Note ii: The more highly able, the more pronounced particular traits and characteristics may be and potentially.



Advanced Learner Programme

- Year 9 ALA - Eng/SS + Maths/Science + Music
- Year 9 ALB - Eng/SS + Maths/Science + Music

- Year 10 ALA - Eng + SS + Maths + Science + Music + PE
- Year 10 ALB - Eng + SS + Maths + Music

- Year 11 - Eng A + Maths ALA + Science AL

- Year 12/13 - Eng A + Subject Selection + Scholarship

Provisions

- AL Coordinator
- Dept. AL Coordinators
 - Enrichment opportunities
 - Learning Retreat - Year 9 and 10 ALA
 - Field Trips
 - FPS / YIA



Learning Needs

- Intellectual stimulation
- Learn at readiness and pace
- Others like themselves
- To feel comfortable with themselves
- Teachers who 'get' them
- Support with perfectionist tendencies
- Support with asynchratic development:
 - May be unaccustomed to challenge
 - May have poor work habits/motivation
 - May lack time management/organisational skills
 - May lack self esteem
 - May struggle to fit in
 - May lack some fundamental knowledge/skills



Teaching and Learning

- National Curriculum at an appropriate level accompanied by sufficient differentiation to match A.L. students' advanced cognitive needs, individual abilities, readiness, pace and unique learning characteristics.
- Teaching and learning across A.L. classes is characterised by:
 - Differentiation – Content / Process / Product
 - Curriculum Compacting
 - Emphasis on higher order thinking
 - Concept driven learning
 - A focus on “real” issues / ethical dilemmas / student interests
 - Emphasis on Key Competencies
 - Research and Inquiry Learning
 - Open ended components to task design
 - Choice, student voice, creativity
 - Emphasis on Growth Mindset
 - High expectations/Excellence
- Homework: 1-1.5 hours per night at Year 9 and 10, 5x/Week, same as for any other Year 9 or 10 student.



Placement at Yr 10 & Beyond

- Identified by Departments in consultation with the A.L. Coordinator.
- Placement decisions are to be based on:
 - standardised assessment
 - formative/summative assessment
 - teacher recommendation
 - anecdotal evidence.
- May include discussion with students and parents.



Guidance for Year 11 Subject Selection

- Assembly presentation
- A.L. Teachers, A.L. coordinator
- 6 + 1 Reserve (1 Rec.)
- English and Maths compulsory
- Science and Social Sciences recommended
- Arts/Technology/Languages/Business/Sports/Media also recommended...
- Keep options open!
- Year 11, great opportunity to explore interests
- www.careers.govt.nz