



Massey University

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Te Kupenga o Te Mātauranga



Te Kunenga
ki Pūrehuroa

Out of School Provisions for Gifted and Talented Students

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Tracy Riley

Introduction

Meeting the unique needs of gifted and talented students requires a range of approaches – beginning in all classrooms and extending to school-wide provisions and out into the community. Out of school provisions for gifted and talented students is an important element of this continuum of approaches.

The purposes behind this research were to:

1. *Identify and describe current out of school provisions for gifted and talented students in New Zealand.* From this information, a web page is being developed to be placed on the Massey University website (with acknowledgement and a link to the Todd Foundation), making this information accessible to a wide audience of parents, students, and educators
2. *To investigate these provisions, to determine their accessibility to, and potential appropriateness for, gifted and talented students in New Zealand.* From the detail gathered here, recommendations for future directions of support for out of school providers from the Todd Foundation are provided.

The research focuses on out of school provisions that develop gifted and talented students' knowledge, skills and attitudes, with the aim of maximising their potential, thus enabling preparation for and ongoing full participation in school. Additionally, the research highlights the provisions that support gifted and talented students who are disadvantaged by their geographical, socioeconomic or cultural background and gifted and talented students with disabilities. Finally, the research investigates local, regional, national and international programmes provided by outside agencies and community groups.

For the purposes of this research, giftedness and talent was defined as:

students with exceptional abilities in relation to their peers and across a wide range of areas, including academics; fine and performing arts; cultural knowledge, skills and qualities; leadership; and creativity.

Theory and Research

This section provides an overview of the principles underlying provisions for gifted and talented children. It then explores the theory and research regarding out of school provisions, and recommendations for their implementation.

Being Gifted and Talented in New Zealand

The literature in gifted and talented education demonstrates the special learning characteristics of gifted and talented students and the need for a differentiated education to match those (Riley, Bevan-Brown, Bicknell, Carroll-Lind, & Kearney, 2004). The New Zealand Ministry of Education (2000) supports a continuum of provisions for gifted and talented students, beginning in the regular classroom and extending to school-based and community-based learning opportunities. Further to this, the Ministry also acknowledges the inter-relationships between a student's behavioural characteristics, identification methods, provisions and evaluation (Ministry of Education, 2000). Thus, how one defines and identifies giftedness and talent should drive the provisions which should be constantly evaluated for effectiveness.

Giftedness and talent is 'inclusively' conceived in New Zealand, recognising a wide range of exceptional abilities. As the Working Party on Gifted Education pointed out in their 2001 report, there is not a universally accepted definition. That report also recognised that while all individuals have strengths and abilities, gifted and talented students have exceptional abilities. In 2002, the Ministry of Education, in its initiatives, stated that gifted and talented students "... have certain learning characteristics that give them the potential to achieve outstanding performance" (p. 2). These learning characteristics are described by the Working Party (2001) as being cognitive, creative, and affective. Gifted and talented students may possess one or more of a 'wide range' of special abilities, including strengths, interests, and qualities in their general intellect, academics, culture, creativity, leadership, physical abilities, and visual and performing arts (Ministry of Education, 2000). Finally, there is recognition that giftedness and talent may be recognised and developed in different ways by different communities and cultures (Ministry of Education, 2002).

While there are many definitions of giftedness and talent (some academics estimate over 200!), within New Zealand, unlike some other countries, there are the above-outlined underlying principles but no 'official' definition. Rather, there is encouragement for, and expectation that, each individual school will establish a school-based definition of giftedness and talent (Ministry of Education, 2000; 2002). "Schools need to develop multicategorical approaches to giftedness that are flexible enough to include the many characteristics that are typical of gifted and talented learners" (Ministry of Education, 2002, p. 2). The concept of giftedness and talent is dynamic, sensitive to time, place, and culture (McAlpine, 1996; Ministry of Education, 2000). What is valued in one community at a particular point in time and by a specific group of people will vary greatly from another community, time, and people.

Thus, the identification of giftedness should incorporate a multi-method approach and the Ministry of Education (2000) recommends these include parent nomination, teacher nomination, self and peer nomination, and formal assessment of abilities.

The information gathered during the identification process should be used as a basis of educational provisions – as a means to an end, rather than an end in and of itself (Ministry of Education, 2000). In New Zealand, the most common forms of identification are teacher nomination and formal assessment (Riley et al., 2004). One of the challenges of multi-method approaches to giftedness and talent is making sense of the information gathered so that decisions can be made, and further to this, sharing that information with all stakeholders (e.g., parents and teachers).

Once a student has been identified as gifted and talented, appropriate provisions need to be made. This includes qualitatively differentiated opportunities for enrichment and acceleration. Differentiation involves making changes to the content, processes, and products of learning to ensure challenge, rigour, choice, variety and so on (Riley, 2004). Enrichment is defined as horizontal extension of the curriculum; acceleration is vertical extension. In this sense, enrichment should provide opportunities for depth and breadth; acceleration differentiates the rate or pace of instruction and allows early introduction to ideas, concepts, methods, and so on. Ideally, students will be provided with both enrichment and acceleration (Ministry of Education, 2000). As Passow (1996) points out, acceleration creates enrichment and enrichment is derived from acceleration.

In New Zealand, schools report a preference for this approach, but opportunities for acceleration remain somewhat limited (Riley et al., 2004). There is growing evidence of a preference for classroom-based, school-wide provisions for gifted and talented students (Riley et al., 2004). Amongst other favoured provisions, research indicates that the most utilised approach, particularly at primary and intermediate school levels, is a withdrawal or pull-out programme (Riley et al., 2004).

Gifted and talented education in New Zealand has received unprecedented support from the Ministry of Education in recent years. In 2002 the Government released a set of initiatives which included opportunities for professional development, research and programmes for gifted and talented students. Perhaps the most significant of these initiatives, particularly for principals and teachers, was a change to the National Administration Guidelines. From Term 1, 2005 it became mandatory for all state and state-integrated schools to demonstrate how they are identifying and meeting the needs of their gifted and talented learners, just as for students who are not achieving, who are at risk of not achieving, and who have special needs.

Another significant Government initiative, especially in relation to out of school provisions, is the Talent Development Initiative. This is a contestable, 3-year funding pool to support innovative programmes in gifted and talented education, with the first round of funding beginning in 2003. The purpose of the funding pool is to support:

- the development of innovative approaches in gifted education that result in improved outcomes for gifted and talented students;
- research into the impact innovative approaches have on learning and teaching; and
- the sharing of knowledge, understanding, and models of effective practice with others in the education sector (*Talent Development Initiatives Funding Pool*, available http://www.tki.org.nz/r/gifted/tdi/funding_pool/index_e.php)

It is important to note that in the first two rounds of funding, the Government has supported a number of providers that fall into the category of out of school programmes (7 of 17 in 2003; 9 of 21 in 2006). During the 2006 – 2008 round, five programmes are being evaluated by a research team (Riley and Moltzen); of these, four are out of school programmes (George Parkyn Centre, Gifted Kids Programme, New Zealand Marine Studies, and Te Mana Aute). The table on the next page highlights the out of school programmes being supported by the Ministry of Education, as it shows four programmes have received funding for both rounds of the initiative (George Parkyn Centre, Gifted Kids Programme, Chemistry Olympiads, and Tairawhiti REAP).

2003-2005 Talent Development Initiatives	2006-2008 Talent Development Initiatives
Gifted Kids Programme – Gifted Edge (a professional development programme)	Gifted Kids Programme – GiftNet (a professional development programme)
George Parkyn Centre – GO: Gifted Online and scholarships for students	George Parkyn Centre – professional development
New Zealand Chemistry Olympiad (high-achieving senior secondary school students – selection, training and support)	New Zealand Chemistry Olympiad (high-achieving senior secondary school students – selection, training and support)
Tairawhiti REAP clustering schools to provide programmes for gifted children, their families, teachers, and community	Tairawhiti REAP clustering schools to provide programmes for gifted children, their families, teachers, and community
New Zealand Mathematical Enrichment Trust (Mathematics Olympiads)	Central Otago REAP One Day School (in partnership with George Parkyn Centre)
Massey University College of Sciences Mentoring Programme (in partnership with Palmerston North Girls High School)	Kelston Intervention Team (RTLBs) – mentoring programme and professional development for a cluster of schools
Future Problem Solving Online development and support for Community Problem Solving (Northland)	Te Mana Aute: University of Auckland – Northland arts programme
	NZ Marine Studies Centre, University of Otago – primary and secondary school programmes
	CREST – Royal Society of New Zealand – professional development network

Table 1: Out of School Talent Development Initiatives

Being Gifted and Talented Out of School

As has been stated, the Ministry of Education (2000) supports a continuum of approaches to meeting the needs of gifted and talented students. This is in recognition of the simple fact that children spend only part of their lives in school, and although it is a large portion of each day, only a fraction of their school day may be spent in a specialised, school-based programme to develop their gifts and talents. Olszewski-Kubilius and Limburg-Weber (1999) suggest the process of developing academic talents and gifts should not be conceived as something that occurs only in schools. Traditionally, schools might have been considered as the panacea for developing academic knowledge and skills; whereas, it has long been recognised that the development of musical, performing art, athletic, and leadership abilities has been equally reliant upon community-based programs. However, the out of school special lessons, coaching, intensive training, and long hours of practice required to develop these talents also assist in developing abilities in academic areas.

In New Zealand, out of school community-based provisions include: one-day-a-week programmes; competitions, holiday, weekend and after school programmes; online distance education and communication; and mentoring. In the Riley et al. (2004) study community-based provisions for gifted and talented students were reportedly employed by 46.1% of the 1273 responding schools. An analysis by school type showed that primary and intermediate schools were most likely to take advantage of out of school provisions. The likelihood of schools utilising community-based provisions increase with deciles rating: 28.4% of decile 1 schools in the study reported community-based provisions in contrast to 55.1% of decile 10 schools. Urban schools more frequently reported access to out of school programmes.

Of the 587 schools reporting community-based provisions in the Riley et al. (2004) study, 40.9% indicated utilisation of the Correspondence School and 39.5% indicated using one-day-a-week programmes (e.g., George Parkyn Centre, Gifted Kids Programme). School clusters or networks were reported by a quarter of schools and other provisions within the community are reported by nearly a third. A variety of community-based provisions were reported: support from tertiary institutions; school advisers; outside experts; holiday programmes; and mentors. School's most favoured support was the use of outside experts (including parents) and mentors in specific areas. Tertiary institutions provided the next most commonly-reported type of support and included support in areas such as philosophy and languages. Eight respondents cited information technologies such as websites and video conferencing. A few respondents made use of enrichment camps, holiday programmes, Rural Education Activities Programme (REAP), the local intermediate or high school, wananga, and community resources such as the city council, art gallery, museum and library.

The potential benefits of out of school activities for gifted and talented students are many. However, as Treffinger (2004) states, "Giftedness is in the response, not the material" (p. 31). Applying this statement to out of school opportunities means that the quality of the experience will depend upon how well the programme matches and develops the individual student's interests, strengths, and needs. The potential benefits for gifted and talented students include:

1. Opportunities to develop strong, positive relationships with gifted and talented peers and adults, which can lead to a sense of belonging and positive social development.
2. Opportunities for developing interests and strengths, as well as exploring new interests, through enriched and accelerated learning experiences.
3. The nurturance of autonomy, creativity, and leadership with careful guidance and support.
4. The provision of intellectual, academic, or creative challenge, stimulation, and rigor.
5. Development of decision-making, problem solving, and communication skills helpful in social, real world, and academic situations.
6. Prevention of underachievement or poor study habits.
7. Increased school achievement and involvement, evidenced through greater enjoyment and effort towards school, increased motivation, and the development of special abilities.
8. A stronger, more positive self-image through enhanced self-esteem independent of academic talent.
9. Greater academic and career aspirations (Freeman, 2004; Olszewski-Kubilius, 2003; Olszewski-Kubilius & Lee, 2003; Olszewski-Kubilius & Limburg-Weber, 1999; Rogers, 2002; Roth & Brooks-Gunn, 2000; Smutny, 2002; Steinmiller & Steinmiller, 2004).

These benefits align well with those reported for school-based provisions, especially the most common approach of withdrawal or pull-out programmes (whereby students spend the majority of their schooling in the ‘regular’ classroom but are removed periodically for enrichment or acceleration. The table on the next page is an adaptation of the potential strengths and weaknesses of withdrawal programmes in relation to out of school programmes. The term potential is used because with careful implementation and ongoing evaluation the strengths can be enhanced and weaknesses avoided.

Potential Strengths	Potential Weaknesses
<ul style="list-style-type: none"> • Alleviates boredom • Interaction with like-minded peers • Differentiated curricula to develop students’ interests and strengths • Labels the programme, not the student, as gifted • Students, teachers and parents enjoy the opportunities for recognition and provision • Allows other students an opportunity to shine when gifted students are removed from the school • Lower student: teacher ratio • Highly visible with potential for positive publicity • Ease of implementation of a gifted provision (for schools) • Requires a limited number of specialist teachers (in schools) 	<ul style="list-style-type: none"> • Fragmented instruction • Lack of articulation with regular curriculum • Lack of continuity, one-off • Lack of substance and rigour • Disruption to school routines, including interruption of preferred activities (for children) • Missed instruction: ‘double dose’ of work • Part-time solution to giftedness • May not address individual needs • Isolation from cultural peer group • Costly in terms of personnel and resources, and for students • May be perceived as ‘the gifted programme’ leading stakeholders to limit other opportunities <p style="text-align: right;">Riley et al. (2004)</p>

Table 2: Potential Strengths and Weaknesses of Out of School Provisions

The examination of the *differences* between school-based programmes and community-based programmes raise some issues for consideration. Van Tassel-Baska (2006, pp. 6-11) eloquently summarises these in relation to provisions in the United States, but these can potentially be generalised to New Zealand:

1. Out of school programmes tend to weaken school-based opportunities, particularly when the involvement of schools and teachers is minimal.
2. Out of school programmes lack integration with school-based options.
3. Out of school programmes do not reach sufficient numbers of low-income and culturally diverse students who are gifted and may not provide the support structures necessary for success.
4. Out of school programmes are costly and scholarships and financial support are scarce.
5. Out of school programmes potentially take local programmes “off the hook” (p. 8) in terms of identifying and providing for gifted and talented students.
6. Out of school providers are often dependent on schools as “gatekeepers” (p. 9) in relation to student access: in other words, the target audience is often reachable through local schools and media.
7. Out of school programmes create a separate environment for educating gifted and talented students and threaten state schools’ ability to retain and serve these learners. As Van Tassel-Baska states, “Hypothetically, the presence ... of a program ... should elevate the offerings to gifted students ... through the dissemination of models that work and can be implemented in all school, the diffusion of teaching techniques found to be effective ... and the sharing of important insights about identification” (pp. 9-10).
8. Some out of school programmes have attracted the “for-profit sector” (p. 10). The potential danger here lies in the perceptions of parents, who, wanting to see the best for their children, may find programmes or services that are not necessarily of high quality or appropriate, but well-sold.

Van Tassel-Baska also discusses the growth of out of school programmes in the United States as a result of limited school-based funding and support. She reports that these programmes clearly show benefits, including flexible time frames, intensive learning opportunities, and an authentic peer group, but also tread upon dangerous waters in that they may become “the core curriculum for gifted learners rather than the substantive learning that support them” (p. 11).

To maximise the potential for out of school programmes for gifted and talented students, the following recommendations apply:

1. The out of school programme should be integrated with other approaches, offering gifted and talented students a continuum of provisions.
2. A curricular model or framework should guide the pull-out programme’s scope and sequence. The curriculum should be differentiated to meet the individual needs – strengths and interests – of gifted and talented students. The curriculum in out of school programmes should replace or enhance the regular curriculum, rather than being an ‘add-on.’

3. Close and regular contact between out of school providers, parents, and other teachers should be facilitated. This should include opportunities to work together. There should be regular and ongoing communication between all stakeholders (teachers, students, and parents).
4. Out of school programmes should be culturally appropriate and responsive to the needs of all ethnic minority students, while at the same time not culturally isolating these students from their peers.
5. Out of school programmes should be regularly evaluated to determine their effectiveness in reaching programme goals.
6. Professional development should be made available to all teachers, including specialist teachers, to develop their knowledge, skills and understandings of gifted and talented students and the programme itself.

Summary

The theory and research highlights the need for closer examination and scrutiny of all provisions for gifted and talented students. Clearly there is a lack of research that examines the effectiveness of out of school provisions – especially, within New Zealand. The potential benefits and challenges are highly speculative and certainly dependent on each programme’s development, implementation, and maintenance. For those provisions being offered out of school, there are potential problems for students in regard to curricular fragmentation, ownership, continuity, communication, costs and so on. These issues can be alleviated, but only through systematic, planned approaches to identification, curricula, funding, communication, evaluation, and professional involvement and support – and ongoing evaluation of effectiveness.

Method

In November 2006, a survey was designed using an online programme called Survey Monkey. The survey was divided into several major sections:

- Programme Contact Details
- Programme Permission for Release on Web Site and in Final Report
- Programme Purposes and Audience
- Programme Details (e.g., type of programme)
- Programme Costs and Funding
- Programme Benefits and Challenges

Advice was sought from Kate Frykberg of the Todd Foundation and members of the advisory group on the survey design. Both close-ended and open-ended questions were asked. The survey is in Appendix 1.

Out of school providers were emailed an invitation to participate in the study. Included in this email was an information sheet explaining the purposes of the study and their rights as participants, as outlined in the Massey University Code of Ethical Conduct. The link to the survey was also included for access – and in order to complete the survey consent was gained. Participants for whom we did not have email addresses were sent a letter in the post with the same information. Participants were also given the option of completing a hard copy of the survey and returning it to the researchers for entry into the website.

Survey Monkey analyses the quantitative responses using frequencies, and produces graphs and charts. It is important to note that some questions allowed for multiple responses, resulting in variations in the number of responses for each question. Also, some respondents did not choose to answer some questions (as is their right as participants). In the results section of this report, explanations are given for each question as to the number of responses.

The open-ended responses were analysed based on broad themes which are supported by statements made by participants when appropriate. In some cases, further analysis of the close-ended responses was undertaken to get a better picture of the nature of responses, again based on broad themes that arose across responses.

Sample: Who Are the Out of School Providers?

Through Internet searches and recommendations from colleagues in gifted and talented education and the research advisory group, a sample of 161 educational organisations were invited to participate in the survey. These included a variety of provisions, such as competitions, online programmes, one day a week programmes, and holiday programmes. Of those, 73 organisations responded to the survey (a response rate of 46%).

Though the response rate is not as high as one might hope for, the majority of the respondents (75.3%) reported that they provide programmes exclusively designed for gifted and talented students. Only 18 (or 24.7%) of the survey respondents reported programmes designed for all students, but suitable for gifted and talented students.

A listing of all respondents and summary of their programmes is included in Appendix 2. (This is the information to be made available on the Massey web page.)

An analysis of non-respondents reveals that approximately 65% of these were competitions, 22% were programmes designed for all students (e.g., museum or holiday programmes), and 6% were school-based or international programmes. Only 7% of non-respondents would be considered programmes designed specifically for gifted students and their families: branches of the New Zealand Association for Gifted Children; the biology and chemistry Olympiads; MENSA; the NEXUS research group; Royal Society travel awards for talented students; and a programme called Bubbledome. Follow-up with these organisations may be desirable at some stage in the future.

Results: What Did Out of School Providers Have to Say?

This section describes the survey results. It is presented under several important themes: the areas of giftedness and talent addressed through different provisions; benefits and challenges of out of school programmes; and programme funding and needs. At the end of each section a summary of results is presented.

Areas of Ability and Nature of Provisions

The majority of the programmes provide for a wide range of abilities with a heavy emphasis on the academic and creative. Most of the programmes report that they address student diversity by catering for many different abilities, taking a responsive approach to students' needs. Many of the programmes are reported as interdisciplinary, incorporating several subject areas with process skills (such as thinking, leadership, problem solving), and personal and social development. Cultural knowledge and understandings were least often identified as a specific area of giftedness being recognised and developed by providers. Another missing area of programmes was that of leadership; although this was woven into a number of programmes, its explicit recognition and development as an area of ability is seemingly overlooked.

Although the respondents indicated this interdisciplinary approach, analysis of their programme descriptions shows a slightly different picture. In the academic and creative areas there are several disciplines that are strongly developed in the out of school provisions reported by respondents to this study: music (12 programmes); science (8 programmes); social sciences (5 programmes); mathematics (3 programmes); and business (2 programmes). The performing arts, apart from music, does not feature as much as one might anticipate: only 1 drama/theatrical, 1 film-related, and 1 design programme were reported by participants. Similarly the area of literacy is only represented by 2 online programmes (creative writing and journalism). Cultural studies and language learning are not the main focus of any programmes in the study. Amongst process skills, research is the focus of 3 programmes, creative problem solving and thinking skills that of another 3 programmes, and public speaking is reported by 1 provider as a main focus.

The out of school programmes can be grouped in a number of ways. One way is to consider the programmes that are enrichment-based and accelerated. Overwhelmingly the majority of programmes for gifted and talented students appear to provide opportunities for enrichment¹. Enrichment is provided through:

1. Weekend and holiday programmes (e.g., Achieving Potential Seminars)
2. Online programmes (e.g., Virtual School for the Gifted)
3. School-based programmes (e.g., Mastereign, Elim Christian College)
4. Museum-based programmes (e.g., Newmont Waihi Gold Education Centre)
5. One day a week programmes (e.g., Otago REAP One Day School)
6. Competitions (e.g., Mathematics Achievement Challenge)

¹ Some providers use the term 'extension' and it is unclear as to whether this refers to enrichment, acceleration, or both – but in reading their descriptions these are most likely enriched programmes.

While these providers describe a range of different enrichment activities, some are less interdisciplinary than others, with a strong focus on one or two academic areas. For example, one programme, ETEC: Gifted Kids on Saturdays, offers weekly hands-on seminars in electronics, robotics, space and astronomy, and renewable energy; while the Dowse and Petone Settlers Museum aims to provide opportunities for students through learning experiences around creativity, technology, and social studies. Additionally, some of these enrichment provisions are designed for all students, but perceived as appropriate for gifted and talented students (e.g., museum programmes). What these enrichment-based programmes aim to do is provide gifted and talented students to explore topics ‘outside’ the curriculum, or “not normally available to them within the school environment” (participant comment).

Accelerated programmes are less often described in the programmes’ purposes. The University of Auckland offers an accelerated mathematics programme for year 13 students called The Max Programme. This programme allows students to complete a first year mathematics course during their final year of high school. This is the only programme that explicitly uses the term acceleration in its programme purposes. There are other programmes that because of the content focus could be perceived as accelerated. For example, one programme addressing a scientific area not always addressed by schools is the Carter Observatory’s Astronomy Online. The programme provides NCEA credits in astronomy for secondary school students and online courses for primary school students. Similarly the primary and secondary school programmes offered in marine biology by the New Zealand Marine Studies Centre provide an early introduction to an area of science potentially not addressed in schools.

Most of the programmes are designed for individual student participation (61.6%), with the rest reported as appropriate for teams or groups of students. Only a small number of providers include support for families and parents, while also offering enrichment activities for children (e.g., New Zealand Association for Gifted Children). Similarly, opportunities for professional development and support for teachers is limited. Only seven providers describe support for teachers in their programme purposes; however, the researcher is aware that at least two other providers have Ministry of Education funding to support professional development within their programmes, but did not mention these in their descriptions. Only one programme specifically mentioned the provision of support for children, their families and teachers, and the wider community (Tairawhiti REAP).

Students are identified for these out of school programmes in a variety of ways, but the most common method reported is through teacher or school-based recommendations (97.3%). Parental recommendations and self-selection were also widely reported by 39 and 41 programmes respectively (53.4% and 56.1%). Only 18 programmes include peer recommendation (24.6%). Other less common methods of identification were portfolios, auditions and performances (26%) and standardised testing (30.1%). Providers also reported other forms of identification used and these included interviews with children or parents, school results, participation in other gifted and talented programmes, recommendations by community members (e.g., kaumatua, plunket nurse, psychologist), and opportunities to take part in a workshop with a gifted education specialist. The New Zealand Marine Studies Centre asks prospective secondary students to complete a ‘job application,’ while the Alpha Digital programme conducts interviews using audio-conferencing.

Two providers (Future Problem Solving and the Marine Studies Centre) recommend, through professional development, a range of identification tools for schools to use – but are reliant on schools to make final decisions regarding participation. This uncertainty as to how schools identify students may well be the case with other providers, given the high percentage reliant upon schools and teachers to nominate students.

An analysis of the number of different identification methods used shows a range of possibilities. Less than a quarter of the providers (21.9%) use only one method of identification, and yet, the same number report the use of four methods of identification. Only 17.8% use two methods; 20.5% use three. Six of the providers report using 5 methods, four report 6 methods, and only one programme reports the use of 7 methods. Only two providers indicated that their programmes were available and open to “all.” What is not clear from the survey is whether schools use one or more methods of identification in conjunction with, or in isolation of, one another.

The programmes cater for a wide range of different ages, with the majority (80.8%) reporting more than one age group. A variety of combinations of ages were reported and there seem to be few trends in these. The most common patterns, each reported by only 5 different respondents, are middle primary to senior secondary, intermediate to junior secondary, intermediate to tertiary and senior secondary to tertiary. Only 14 programmes cater for one particular age group: 1 preschool; 2 intermediate; 5 junior secondary; and 6 senior secondary. Five programmes (6.8%) provide for all ages (children to adults).

However, the majority of the programmes (42) include intermediate age students, followed by 38 programmes each including senior primary and junior secondary students. The overall trend indicates that children between the ages of 10 and 15 have many opportunities made available to them for out of school provisions. Least commonly reported are programmes that include preschool-aged children – only 8 of the 73 programmes (10.9%) specifically cater for children under the age of 5. Similarly, only 12 programmes (16.4%) include tertiary students. These patterns show that most programmes are designed for certain ages but not developed throughout a child’s education.

Of the respondents, 48 indicated that their programmes aim to specifically recognise and develop the special abilities of gifted and talented students of diversity. Approximately half of these respondents indicated their programmes reach out to rural students, closely followed by students from low-income backgrounds (45.8%), underachievers (43.8%) and Maori students (43.8%). As Figure 1 shows, students with physical disabilities and other cultural groups are least often recognised and catered for (by 25% of respondents to this question). Interestingly, in the open-ended comments, 13 respondents stated that they identify and cater for “all of the above”. Other areas mentioned by one provider each were immigrants/refugees and preschool children.

Participants were asked to elaborate upon how their programme recognises and develops the special abilities of these potentially marginalised groups of gifted and talented students.

The responses to this question were many and varied but largely focused on differentiated instructional strategies, flexible delivery methods, student-centred approaches, and targeted funding for diverse learners.

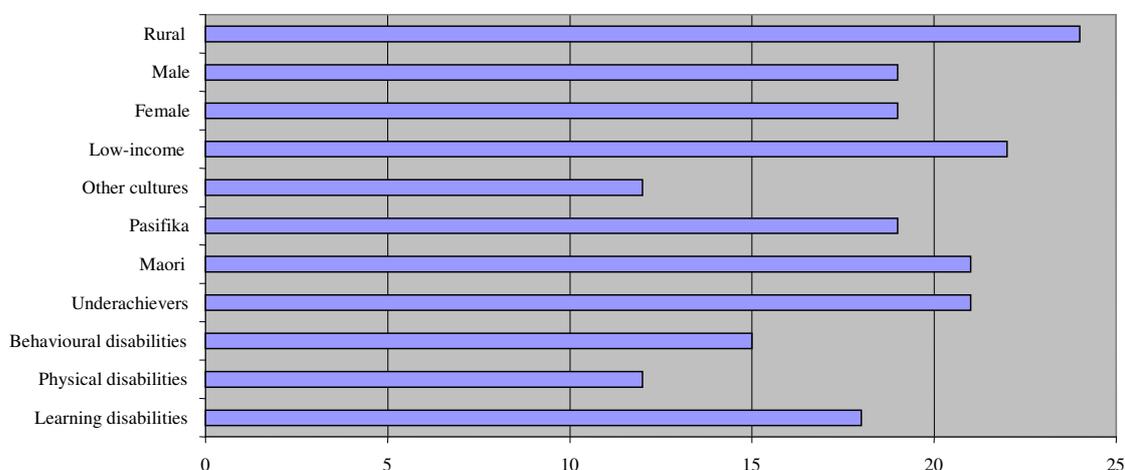


Figure 1: Addressing the Special Abilities of Diverse Gifted and Talented Students

It should be noted that while these approaches are deemed appropriate, the quality of their implementation is unknown. Differentiation is reported through the nature of teaching and learning activities, and, as one provider reported, not being bound by “a curriculum,” thereby having greater scope for individualisation. Hands-on projects and inquiries were also perceived as relevant for these gifted and talented students. Several providers reported the use of mentors and/or specialist teachers with the skills and enthusiasm to work with students of diversity. One provider specifically mentioned having a Maori and Pacific Island coordinator, and another discussed the low teacher-student ratios.

Student-centred approaches were seen as appropriate for these learners. Several mentioned the importance of being provided with opportunities to be with “like-minded peers” – and this included in online learning environments. Using the Internet as a form of delivery was described as one way of reaching these students, through the provision of a “degree of autonomy and 24/7 access” (participant comment). One provider discussed ‘digital natives’ and the appeal of the Internet and other technologies to gifted and talented students. A small number of respondents reported having targeted scholarships available for particular cultural groups, for travel to assist students in rural areas, or for low-income families.

Participants were asked about the nature of their programme, indicating if this was an afterschool or holiday programme, competition, and so on. Most respondents commented in the ‘other’ category and these results have been analysed and categorised. The most common approach reported is that of a withdrawal or pull-out programme during school hours. This was reported by 19 of the 70 respondents to this question (27.1%). This was followed by weekend programmes (25.7%) and after school programmes (21.4%). Holiday programmes and competitions were how 12 and 11 programmes respectively described themselves.

The least common approach is the provision of support by outside agencies within school settings (e.g., volunteer mentor or tutor), only reported by 8 respondents. In the open-ended response, 13 providers indicated that they use a combination of approaches.

The duration of the programmes also varies, ranging from less than a week to multi-year programmes. Programmes of less than a week in duration were reported by 19 of the providers (26.7%) and multi-year long programmes by 17 (23.9%). No respondents indicated programmes of a month in duration, but 5 reported one to two week programmes (7.1%). Year long programmes are provided by 17 of the respondents (23.9%). In open-ended questions, 8 respondents indicated that the duration of the programme depended on the individual child's level of participation – therefore, the duration is variable. This may be the case for other providers, given their reportedly 'responsive' nature.

Out of school programmes may be local, regional, national, international, or any combination of these. The most frequently cited were local (42.9%) and national (40%) programmes. Regional programmes were reported by 22 providers (31.4%) and international programmes by 16 (22.9%). Programmes may have several levels of participation as a further analysis of results shows:

- Local and regional – 3 programmes
- Local, regional, and national – 3 programmes
- Local, regional, national, and international – 6 programmes
- National and international – 1 programme

In response to questions regarding future directions, many respondents indicated a desire to further develop their programmes beyond local to regional, national and possibly international levels.

Summary: Areas of Ability and Nature of Provisions²

- Out of school programmes focus primarily on academic and creative abilities. Music, science, and social science programmes are strongly represented. Performing arts (apart from music), literacy, cultural studies, and language learning are seldom reported. Few programmes report a specific focus on the development of cultural understandings, skills, and qualities. Programmes to explicitly develop leadership skills and abilities are not reported.
- Most programmes are interdisciplinary with a strong focus on enrichment. Accelerated programmes are seldom reported or described.
- Most programmes are designed for individual student participation with only a small number reporting support for parents, community members, and teachers.
- Students are identified for participation primarily by their teachers and schools, but a range of methods is reported with providers using between 1 and 7 methods.

² Please note: the underlined statements highlight areas in need of further development or seldom addressed by out of school providers.

- Programmes cater for a wide range of different ages in a variety of combinations. Children between the ages of 10 and 15 have the most opportunities for participation. Pre-school children are seldom catered for, and the same is true for tertiary students. Few programmes offer continuity across all ages.
- More than half of participants reported programmes aimed to specifically recognise diverse gifted and talented students. These were mainly those from low-income backgrounds, underachievers, and Maori students. Gifted children with physical disabilities and from other cultural groups were least often provided for.
- A range of different types of programmes is reported. The most common provision is a withdrawal or pull-out programme during school hours; however, there are not vast differences between the representation of these and weekend, holiday, and after school programmes or competitions. The least seldom reported provision is that of support by outside agencies within school settings (e.g., volunteer mentor or tutor).
- The duration of programmes varies from less than a week to multi-year programmes, but programmes of between a week and a month are seldom reported.
- Most programmes are local and national. Few programmes progress from local to regional to national.

Benefits and Challenges

Providers were asked to nominate up to five programme benefits and challenges. Across out of school providers who responded to this survey, creative and academic benefits were widely cited. Nearly two-thirds of participants (63.9%) cited creative development as a benefit and just over half (55.6%) cited academic development. Social and emotional development was highly regarded as a benefit by 62.5% of participants. The recognition of gifts and talents was seen as a positive outcome by 56.9% of respondents. Friendships, the opportunity to work as a team member, and leadership development also ranked highly. Least often cited benefits were opportunity for travel (4.2%) and monetary rewards for students (9.7%). Cultural development, support for families and teachers, and career development were not often perceived as benefits, as Figure 2 shows.

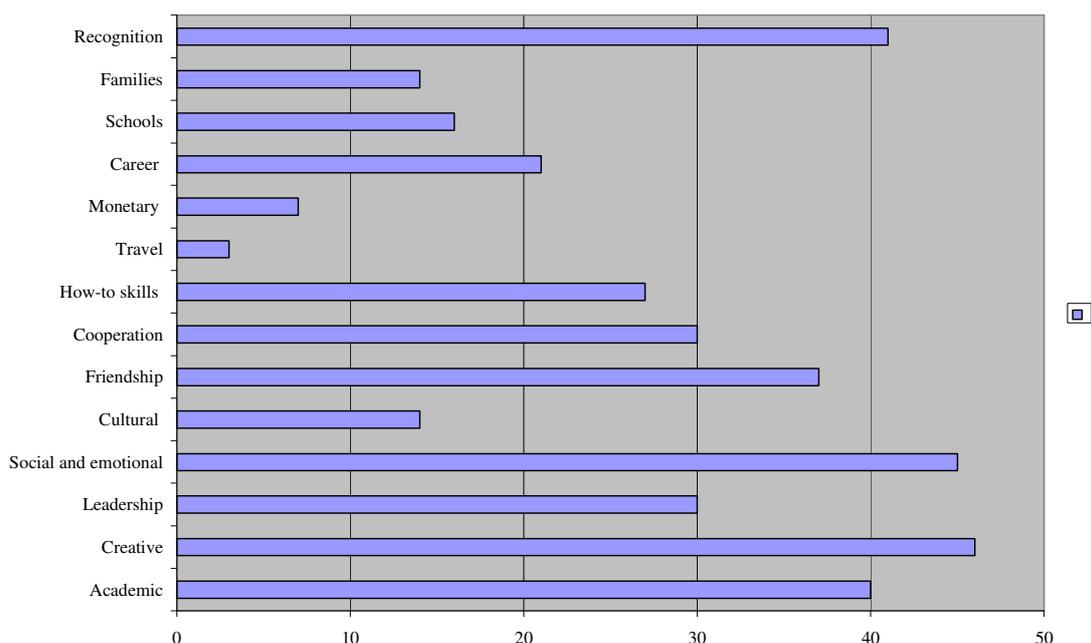


Figure 2: Benefits of Out of School Provisions

A little less than a third of respondents (30.6%) added other benefits. Of these 22 respondents, six indicated that their programmes had all the benefits. Two programmes described the advantages of online learning environments, and another two believed their programmes eliminated the isolation some gifted children feel (particularly those in rural areas). Other comments were one-off, describing benefits such as the development of skills for NCEA, a “safe place” for gifted kids, future study possibilities, excitement for learning, links to the University, challenge, tools not available to schools, and low child-adult ratios. One provider made it clear that the benefit of out of school provisions was that it does what schools can’t: “Nothing much is happening at schools about G&T apart from lots of meetings and paper work.”

This perception was reiterated in the open ended responses to the question regarding greatest perceived benefits of out of school programmes. Benefits identified included those for students (in relation to their learning and personal), and those for others. Two learning benefits stood out clearly from the others. The first is being able to engage in specialised programmes of learning that would not/could not/were not offered by schools or by the general education sector, as these comments from participants indicate:

Out of school provisions are a way to further develop the needs of students that resources within the education system can not afford. It also provides an alternative perception to events which are not bound by the Education system and its requirements.

exploration of a wide range of choral repertoire not normally taught in NZ secondary schools; a desire for excellence in performance; representation of New Zealand on the national and international stage

Many of these programmes offer specialised resources and settings (e.g., marine science laboratories). Other learning benefits that rated highly included the opportunity to work with challenging/advanced content, with time and expectation to go into depth, access to experts, and specialised tuition. Several providers discussed the importance of mentors, who facilitate learning in a much lower ratio than schools can provide:

A more challenging learning experience can be provided – a smaller ratio of mentor/teacher to student with mentors/teachers being much more knowledgeable and experienced in a particular field and therefore able to support individual learning better – learning and experience can be more authentic, embedded in the real world.

Having a mentor who really knows their stuff and gives the freedom and support to pursue own designed enquiry

The second positive benefit for gifted students is the opportunity to work and learn alongside like-minds. These statements demonstrate the perceived importance of working with students of similar, exceptional abilities:

Meeting and working with like minds has an igniting effect on all individuals involved.

The music produced by such talented students exceeds that which they've been able to make in individual circumstances: the group's sum is greater than its parts.

Participants were asked to report the challenges that might limit the participation of gifted and talented students in their programmes. Across the out of school providers, the most commonly reported barrier to participation was costs, with 49 of the 71 respondents to this question citing this (69%). Lack of awareness was reported by 57.7% and time required for participation by 40.8%. Criteria for participation and coaching and support, as Figure 3 shows, were the least seldom cited (by 11.3% and 14.1% of participants respectively).

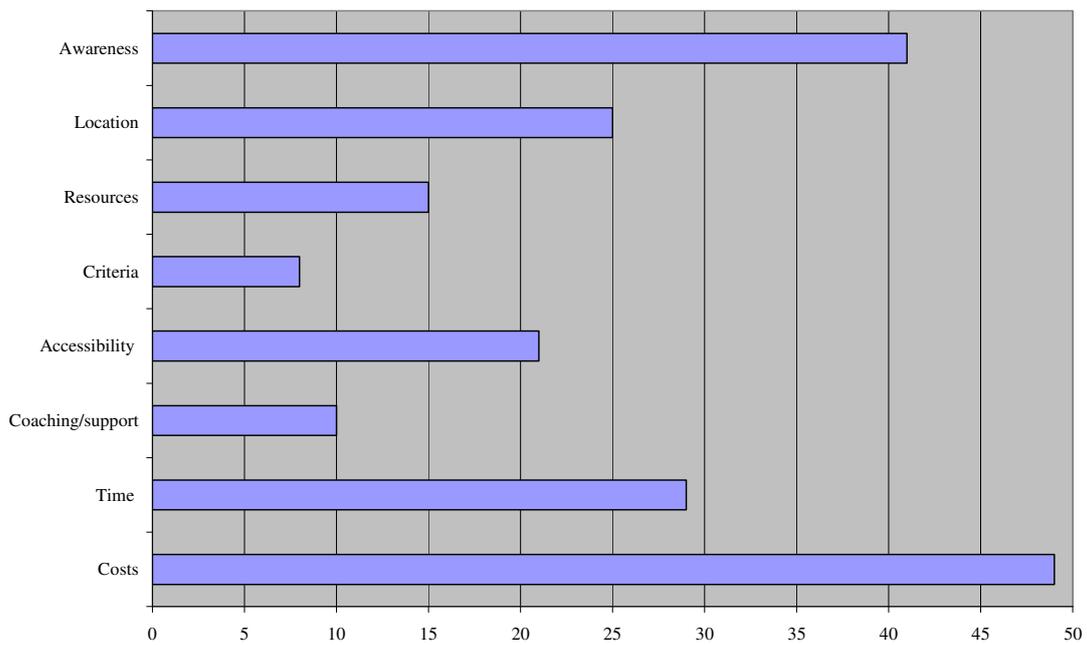


Figure 3: Challenges to Participation in Out of School Programmes

Twenty-seven respondents added other comments, and of these only two indicated there were no perceived barriers to participation. Overwhelmingly, the most commonly reported other challenge, reported was a lack of support and awareness by schools (reported by 13 of these 27). Participants described their reliance on schools and teachers to recommend students get involved in their programmes and this is hindered by poor communication, lack of overall support, and, in one case, “perceptions of elitism.” Accessibility to the programmes for rural students (e.g., difficulty with travel arrangements and costs) was reported by four programmes. One online programme described the potential barrier presented by the need for Internet access. Some of the programmes require teacher or parental involvement, and this can present problems. As one respondent stated, “we are not a drop-off service.” Two programmes discussed potential funding problems in the future – these programmes are currently supported by the Ministry of Education’s Talent Development Initiative (which finishes in 2008). One programme is forced to limit the sheer variety of possible offerings, meaning they cannot meet the diverse needs of all areas of ability; another two simply cannot reach large numbers of students and have to limit participation.

All participants were invited to make other comments regarding perceived limitations to participation and 64 choose to do so. Many of their statements reiterate their earlier responses and comments. Overwhelmingly funding was a major challenge to these providers: costs for personnel and their training and support; venue hire; and travel came up. Several providers described their reliance on volunteers, but the need to be able to pay high quality, specialist teachers and tutors to support their programmes. Having skilled teachers and mentors was perceived as very important, and at times difficult to achieve. As one respondent stated, there is a “lack of professional knowledge” in gifted and talented education.

One provider described their programme's situation as a "catch-22": they need resources in order to grow participation, but without increased participation cannot afford or justify additional resources.

Awareness of teachers and parents and the communication of information to potential students were again reported: "students need to be told of the opportunity." A related problem was the lack of articulation between out of school providers and mainstream schools. As one provider stated, "gifted students are subjected to piecemeal stop and start programmes." The continuity and fit of these opportunities with regular school programmes was perceived as not fully meeting the needs of gifted and talented students. Time was also seen as a potential problem – time for participation on the part of often very busy students. Three providers found meeting the "rapidly developing competencies of gifted students" a potential barrier to adequate provision. Location and accessibility were again reported as challenges, particularly for students living in rural areas.

Other barriers mentioned by only one or two providers included a demand for services that they simply felt unable to meet, health and safety issues, bureaucratic red tape, and competition from other providers. Only one respondent reported no perceived barriers to participation.

Summary: Benefits and Challenges³

- Creative, social/emotional, and academic development were perceived as the greatest benefits to out of school programmes. Recognition of gifts and talents were also perceived as beneficial.
- Opportunities for travel, monetary rewards, support for families and teachers, cultural and career benefits were less often reported.
- Opportunities to engage in in-depth learning of challenging content and with like-minded peers are perceived as the greatest benefit of out of school programmes.
- The greatest barrier to participation is the costs of operating these programmes: the need for specialist teachers and their professional development; suitable venues; and participant travel. Concern regarding rural students and accessibility was raised.
- Lack of awareness by teachers and schools, parents, children, and the general public also presents a potential challenge to participation. There is a need for greater publicity and better communication.

Programme Funding and Needs

The majority of programmes (75.7%) incur financial costs for students. These costs are most frequently reported as costs to the individual by approximately 71% of the 56 programmes reporting costs. These costs range from \$2 to upwards of \$4000 per individual. However, the majority (39.3%) of the individual costs are kept below \$25 – it is uncertain, in some instances, how often these fees occur.

³ Please note: the barriers and needs are underlined.

For example, one organisation reported the cost of \$2 per session, but it is not clear how many sessions a child might attend. On the upper cost end, 25% of individual costs exceed \$200. Some organisations (26.7%) require team and/or school costs, sometimes in addition to individual expenses, and these range from \$3 to \$6000. Only 17 (24.3%) of the respondents reported no costs to students, schools, or teams.

These individual participation costs are what enable the programmes to run – with 68.1% of the respondents indicating participation fees as a major source of funding. More than 40% of the participants rely on volunteer work in order to operate and 23 programmes (31.9%) are supported by charitable trusts. Donations and corporate sponsorship are reported by 21 and 15 programmes respectively (29.2% and 20.8%). The Ministry of Education financially supports 14 of the programmes, mainly through its 3-year contestable funding pool for gifted and talented programmes. Other forms of funding frequently reported in the open-ended question were operational costs of the organisation, parents, schools, community grants, and scholarship donors (e.g., Rotary, Lions). One organisation reports that it is heavily reliant on gaming monies, and a music programme relies on concert proceeds.

Funding needs are multiply reported, with the greatest priority being in the area of publicity – 44 organisations (63.8%) need support in getting information about their programmes into the public area. As Figure 4 shows, other high priorities include staffing (53.6%), venue costs, maintenance or development (50.7%), programme development or enhancement (47.8%), and student resources (44.9%). Least frequently reported was a need for funding to provide parental support (17.4%) and web development (24.6%). Other comments made by participants related to costs for accommodation, recruitment and training, technology, and new course development.

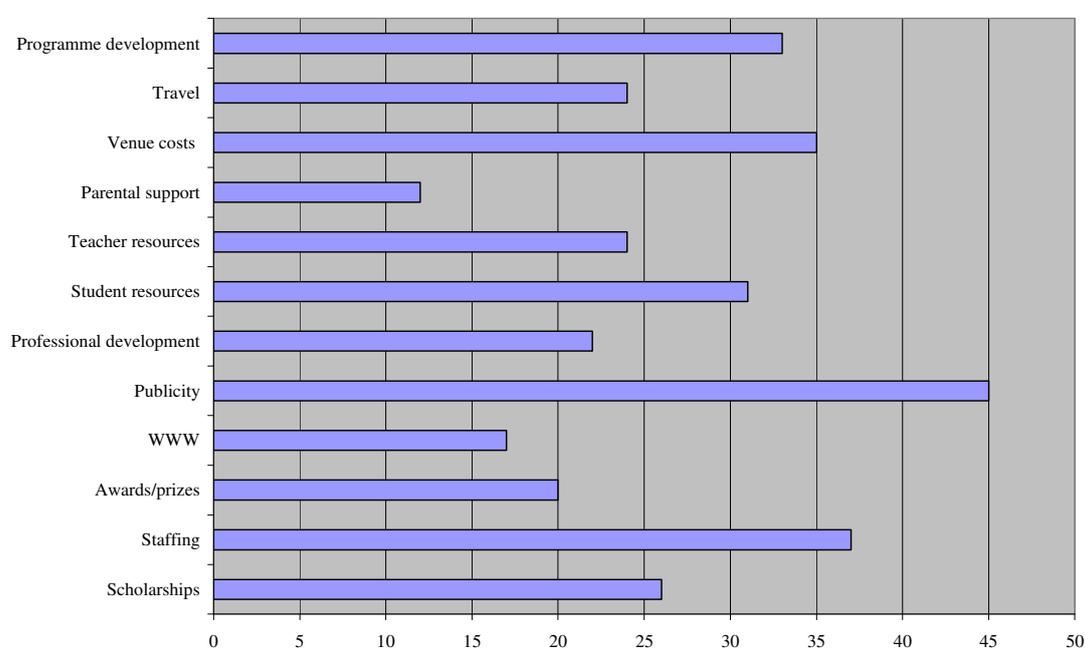


Figure 4: Funding Needs of Out of School Providers

Participants were asked about their plans for further developing or enhancing their programme for gifted and talented students. The results fell into four categories: no plans for improvement; refinement/improvement of existing programme; expansion of

programme; and new ideas/ventures. While most respondents (68) replied to this question, only a handful of these (5) indicated that they had no plans for future developments.

Plans for improving existing programmes focussed largely on better marketing and increased support for participant costs. Staff training was mentioned by a few. This need seems to be more significant than the responses to this question would indicate, as having highly trained staff was perceived to be of real benefit to gifted and talented students, and accessing and training them some of the greatest challenges to providing out-of-school provisions.

Quantity was the emphasis for expansion: more programmes, more often, for longer, and in more places, reaching more students, and employing more staff. A number of programmes are minimally staffed to keep costs down, and are often run by people who volunteer their services. Resource needs rated highly. Other responses indicated interesting reflections, such as the need to add greater variety in the programme to cater for the varied abilities and needs of these students, and to offer programmes across education sectors. There is a need to provide some continuity for students, to find a more authentic/serviceable venue to work in, to use the web to be able to reach students who are geographically isolated, or expand to the international community.

There were a range of new ideas which were quite different to the existing programmes. What came through here was an external look at the factors that could impact positively on the programme, like working more closely with and in schools to get a better understanding of the programme and to better prepare the participants for the experience, development of non-competitive sections prior to competition, support for parents, collaboration with other groups, regionally and internationally, and taking it from workshop to real life experience with a greater emphasis on professional mentorship.

Summary: Programme Funding and Needs⁴

- The majority of programmes require financial costs for students, and most providers try to keep these to a minimum (less than \$25). It is unclear, however, how often these fees occur.
- Individual participation costs are primarily what allow these programmes to run. Nearly half the programmes are reliant on volunteer support.
- Out of school providers need financial support for publicity, to raise public, family, and school awareness of their offerings. Staffing, venue costs, programme development or enhancement, and student resources also featured highly amongst funding needs. Support for parents and teachers were seldom reported as a funding need.
- Out of school providers recognise a limitation in their ability to reach a greater number of gifted and talented students. They want to see the development and support for more programmes, more often, for longer periods of time, in more places, and employing more staff.

⁴ Please note: funding needs are underlined.

Discussion and Conclusions

As the results indicate, there is a range of different types of opportunities provided for gifted and talented students outside of school settings. While, overall, these programmes provide opportunities for students with an array of qualities and abilities, there is a lack of acknowledgement and opportunity for students who are gifted in the areas of leadership, and cultural abilities, skills, and qualities. This result mirrors the situation in many of New Zealand's schools, whereby social/leadership and culture-specific giftedness are the least likely to be identified and developed (Riley et al., 2004).

However, the range of different abilities is not addressed in isolation, with many providers describing interdisciplinary approaches, whereby they recognise and address multiple areas of potential and performance. They do this through enriched and accelerated programmes, offering the 'advantage' of not being tied to a curriculum – they can explore ideas, concepts, and subject areas not offered by schools. While this is clearly an opportunity to provide differentiated learning for gifted and talented students, there are equally some dangers in this approach, as outlined by Van Tassel-Baska (2006). Most importantly, there is potential here for a lack of articulation with other provisions, particularly those offered by schools.

Further to this, all programmes for gifted and talented students require a curricular scope and sequence – a *planned* approach, supported by a curricular framework. While this study did not investigate providers' curricular approaches, school-based research indicates a lack of attention to curriculum models and frameworks for programmes. In the Riley et al. (2004) study, the majority of schools (85%) did not report a curricular or programme model as a framework for their provisions. What this creates is a level of uncertainty regarding each programme's goals and objectives: delivery and evaluation of effectiveness can be hindered without these.

It is difficult to ascertain the level of acceleration offered by out of school providers. Only one provider explicitly used the term acceleration, and reference was made to extension (but this is undefined). Gifted and talented students require opportunities to be accelerated: introduced to new content earlier and allowed to move at an appropriate (faster) pace than expected. In school-based provisions, Riley et al. (2004) reported:

... planned enrichment is much more likely than planned acceleration. In other words, acceleration is sometimes available to students, but this is not as systematically implemented as enrichment (p. 274).

Further investigation of the enriched or accelerated nature of these programmes is warranted.

Students are identified for these programmes in a number of ways, but there is heavy reliance on schools and teachers. Again, this is similar to the situation reported by schools in New Zealand (97% use teacher nomination). "The effectiveness of teacher identification of giftedness is variable, and enhanced through professional knowledge and understandings of giftedness and talent, as well as teacher rating scales and checklists of behaviours" (Riley et al., 2004, p. 273).

Furthermore, this reliance on schools as “gatekeepers” (Van Tassel-Baska, 2006, p. 9) requires ongoing communication, public relations, and information, which these providers report as challenges. These programmes do, however, provide more opportunities for parents and children to ‘put themselves forward’ than within-school programmes, but this, too, could be enhanced through greater public awareness.

Children of all ages are provided with opportunities out of school, but young children miss out the most. More importantly, however, there is a lack of continuity for children of all ages to be provided with a differentiated programme that builds and develops throughout their education. (This may be another indication of a lack of curricular scope and sequence, and requires further investigation.) Clearly, the most readily served group are those children in senior primary, intermediate and junior secondary school (ages 10-15) – the same is true for these children in school settings (Riley et al., 2004).

The literature regarding out of school provisions, signals an inability to reach low-income students and those from culturally different backgrounds (Van Tassel-Baska, 2006); however, the respondents in this survey reported a strong focus on Maori students and those from low socioeconomic backgrounds. The providers also reach out to rural students, underachievers, and those with learning and behavioural disabilities. There is a lack of opportunity for gifted students with physical disabilities and from other cultural groups (including Pasifika). Rural students are provided opportunities for inclusion through distance and online programmes, but there is a reported need to reach out to more regions in the country through national programmes and the replication of local programmes. This would enhance opportunities not just for rural students, but all students throughout New Zealand.

Meeting the needs of diverse students requires specialised, differentiated programmes – many of these students are dually ‘disadvantaged’ in that they have special abilities that might be hindered by another set of circumstances. Therefore, appropriate programmes must sufficiently support and address not only giftedness, through differentiated, student-centred approaches, but also their disability, culture, and so on. It was not the purpose of this research to investigate the effectiveness of how these out of school providers address diversity, but their responses do not seem to *explicitly* elaborate strategies reported in the literature. For example, gifted students with learning disabilities may require compensation strategies (such as skills in proofreading), organisational strategies (like advanced organisers), or strategies for short-term memory (such as mnemonics). Similarly, providing targeted funding for specific cultural groups may well *increase* their participation, but does it enhance their participation? Research shows, for example, that Maori gifted and talented students, require programmes that acknowledge their culture through its identification systems, teaching, and support (e.g., Bevan-Brown).

The duration of programmes coupled with type is widely variable. While the most common approach is a programme that withdraws students during school hours, there is only a slight indication that this is more frequent than weekend, afterschool, or holiday programmes. Least commonly reported is the opportunity for a tutor or mentor to support gifted students *within* their school environment; and yet, schools report this approach favourably (Riley et al., 2004).

It is important to remember that giftedness and talent is evident in children twenty-four hours a day, seven days a week. There is always the potential that gifted and talented students are provided ‘part-time solutions to full-time problems.’ The duration of these programmes, coupled with a lack of continuity throughout a child’s education, could result in this sort of fragmented recognition and development of ability. Trends in duration of the out of school programmes in this study are not clear – ranging from what might be ‘one-off’ short-term opportunities to multi-year programmes. The value of these requires further study.

These out of school providers clearly perceive benefits for children in their offerings – creative and academic development, opportunities for friendships, and recognition of giftedness are amongst the most widely cited. This is supported by the literature in gifted and talented education, cited in the theory and research section of this report. One of the literature-based benefits, not investigated in this study, is increased school achievement and involvement, as well as participation in the wider community. If out of school provisions are effective, it would be hoped that this benefit would arise for students. Further research in the long-term effects of participation in out of school programmes is warranted.

Cultural benefits and support for schools and families are not perceived as strengths of these programmes, but ideally these should be addressed, especially if these programmes are aiming to help “young people to develop their potential and to contribute fully in the community” (Todd Foundation goals). Further to this, as Van Tassel-Baska (2006) points out, if the involvement of schools and teachers is minimalised, there is a risk that school-based opportunities are weakened, and out of school provisions become ‘the’ gifted and talented programme. Given the Ministry’s requirement that all schools identify and provide for gifted and talented students, this is not a desirable outcome.

The challenges these providers face in ensuring participation in their programmes are mainly in relationship to costs, lack of awareness, and time for participation. As their funding needs indicate, the out of school providers need support for publicity – getting information to schools, communities, and gifted and talented students and their families is a real stumbling block. Again, this reflects the international literature. Funding is a barrier reported by schools – for resources, professional development, programme development, and staffing – and these same issues arise from this study. A point of difference between the funding needs of schools and out of school providers is the need for support with venue and travel costs.

These organisations are reliant on individual participation costs and volunteer support. This greatly limits not only participation of some students (those from low-income families, for example), but also the sheer variety of programmes they can offer. It is not surprising that the future directions of these out of school providers centre around offering more programmes, more often, in more places, to more students, and involving more specialised staff. They report wanting to develop ‘new’ programmes to enhance their current offerings – and some of these address and acknowledge the limited nature of their programmes previously discussed (e.g., areas of giftedness and talent, age groups, etc).

This research did not aim to evaluate the effectiveness of out of school provisions, but its findings signal the need for further research in this area. While the perceived benefits for students align with those reported in the literature, these are based on the perceptions of the programme providers. The perceptions of students, their parents and teachers, and the wider community require exploration. Further to this, the long-term benefits for students require investigation.

In conclusion, out of school provisions for gifted and talented students are wide and varied – in their purposes, audiences, and structure. However, the perceived benefits and challenges of participation are on common ground. These providers work hard to ensure the needs of gifted and talented students are met in New Zealand – and this seems arise from a passion for acknowledging and developing exceptional abilities.

Potential Future Directions for the Todd Foundation

The results indicate three possible directions for the Todd Foundation to consider in the provision of funding for out of school programmes for gifted and talented students. These are:

1. Support for enhancing and further developing existing programmes
2. Support for the development of new programmes
3. Decision-making regarding which current programmes to support

More detailed recommendations for each of these follows.

Support for Enhancing and Developing Programmes

As the results show there are many ways the current programmes could be enhanced. In considering applications for funding, the following areas would be considered priorities by the participants in this study:

- A major priority is the need for publicity and public relations support. Getting accurate and helpful information to students, their families, and schools hinders these providers and creates barriers to participation for potential students.
- There is a need to support continuity within these programmes – this is in relation to the ages of children who are able to participate and the duration of their participation.
- Reducing the individual costs to students through scholarships or funding to support ongoing programme costs in order to reduce student costs is needed.
- Making programmes accessible to rural students through reduced travel costs or the development of online opportunities would enhance some programmes. Further to this, supporting programmes in the development of other localities or shifting from local to regional and national would increase access.
- Funding for staffing would better enable these programmes to meet student needs – this includes payment for volunteers, specialist staff, teacher release, and administrative staff. There is also a need for professional development and support for staff.
- The benefits of these programmes would be heightened if there was better articulation with schools – before, during and after student participation.
- Some programmes have specific programmes they are eager to further develop, but they are held back by lack of funding as the above list indicates.

An analysis of the future plans for each organisation was conducted. The criteria applied to each programme's 'wish list' were:

- Meeting the needs of potentially disadvantaged students (e.g., income, disability, rural, gender differences).
- Addressing cultural diversity.
- Developing continuity of programmes across different age groups.
- Supporting communities (families and/or teachers) – this includes articulation with schools.

- Programmes that meet the deficiencies in provision outlined in the analysis (e.g., leadership, accelerated).
- Programmes that need funding for research related to effectiveness.

The following programmes could be considered for funding by the Todd Foundation. It would be important to seek clarification of the existing programme's effectiveness (from internal or external evaluations), and to work closely with providers in the development of future initiatives to ensure they align with the Foundation's goals for gifted and talented education. An evaluation component should be an expected goal of any new initiatives. For each of the suggested programmes, the alignment with the above-stated criteria is underlined.

1. **Southern REAP One Day School** would like to develop a library of resources to support families and teachers. They would also like to provide professional development for their own staff and 'regular' school teachers. This is a one day a week enrichment programme which aims to meet the needs of gifted students with learning and behavioural disabilities, underachievers, and rural students (years 3-8).
2. **The MAX Programme** is an accelerated maths programme for year 13 students to enrol in a University paper. They require funding for scholarships, awards, and travel for students. The extramural option provides opportunities for students in rural areas.
3. **The New Zealand Marine Studies Centre** has several programmes for gifted children from years 5-10. The programmes particularly reach out to rural students and those socially isolated. They would like funding to develop support for students in information technology and online communication.
4. **New Zealand Associations for Gifted Children** provide support and activities for gifted and talented children, their families and teachers. Several branches responded, and overall the needs were the same: publicity; teaching and learning resources for children and their families; and funding for specialist tutors.
5. **Young Designer Awards** are appropriate for all potentially disadvantaged groups, but also focus on new immigrant and refugee students. The awards recognise excellence in design for intermediate and secondary school students. They require funding to facilitate greater liaison with schools.
6. **NZ Mathematics Olympiad Programme** is designed for students in senior primary to senior secondary school with exceptional mathematical talent. This is an international programme with 'training' in New Zealand. The programme reaches out to low-income students, rural students, and high achievers. They would like to create more online distance teaching materials – but in the immediate future they do not have funding for the NZ team to attend the International Olympiad.
7. **Mastereign (Elim Christian College)** is a school-sponsored programme for intermediate and secondary students to develop their creativity with "industry

standard” tutors. They aim to address the needs of students with behavioural and learning difficulties, underachievers, and who are Maori.

They would like funding to design new programmes, and to monitor the programme’s effectiveness.

8. **Turanga/Gisborne, Rural Gisborne and Wairoa Gifted and Talented Students Programme** is a holistic approach to clustering schools to meet the needs of children, their families, community and teachers (senior primary through senior secondary). They support a range diversity of students, but would like to develop greater awareness through professional development in early childhood education.
9. **Future Problem Solving New Zealand** particularly reaches out to Maori students and those from rural areas, in its programme for children ages 8 to 18. This is an international creative problem solving programme. They require funding to enhancing the e-learning opportunities, including online resources and submissions for students. They are particularly interested in developing opportunities for geographically isolated students.
10. **Astronomy Online** provides courses for senior primary through to senior secondary students. They particularly reach out to high achieving students in need of enrichment, “who want to do something beyond what the school normally offers.” They also reach out to underachievers, Maori and Pasifika students, females, and those in rural areas. They want to extend their primary school offerings – also to develop a Maori astronomy course, a traditional Pacific navigation course, and cosmology courses.
11. **CREST** is a creativity in science and technology programme for senior primary to senior secondary students. While they do not explicitly aim their programme to develop the abilities of diverse students, they would like funding to support the development of their resources in Te Reo Maori.
12. **Bethlehem College Extension Centre for Gifted and Talented** provides extension activities for children (5-12 years old) in the wider Tauranga region at a low cost. They do not, however, aim to meet the special needs of gifted students who may be disadvantaged. The programme is run by one volunteer who recognises the need to work with preschool-aged children and secondary students.
13. **The Gifted Kids Programme** is a one day a week programme for children aged 5-13. GKP also provides professional development to teachers through GiftNet. They aim to support underachievers, Maori and Pasifika students, and those from low-income backgrounds, in their recognition of potential and performance. They would like to further develop the GKP Junior programme (ages 5-7), develop online programmes, expand their professional development services, and conduct research related to effectiveness.
14. **Alpha Digital Programme** is an individualised, online programme for preschool through to secondary school students. The programme is designed to

meet the needs of all students, but currently has a number of gifted students with learning disabilities enrolled.

Because it is online, it provides a service for students in rural areas. The costs are high (\$1,000 per term) and they require scholarship funding.

15. **The Sheilah Winn Festival** is an annual festival for enhancing life-skills through Shakespeare. It is designed for students in junior and senior secondary school, and while it recognises all students, in the past students with physical and learning disabilities have participated at the national level. They need assistance to develop post-secondary opportunities, and to develop non-competitive primary and intermediate festivals.
16. **Dynamic Speakers/Young Speakers Youth Programme** is a chapter of Toastmasters for senior primary to tertiary students at Papatoetoe High School. The coordinator would like to develop the programme so that students can demonstrate their leadership skills (within a school or community).
17. **The Mentoring Programme of the Golden Key International Honour Society Canterbury** provides focused learning opportunities for low-income students in two Christchurch schools to work with University students in their areas of interest. The programme would like to involve more schools (and specifically a local intermediate school).
18. **George Parkyn Centre One Day School** is an enrichment programme for children in middle primary through intermediate school years. They would like funding for research related to the effectiveness of their programme.
19. **The School for Young Writers** is an online creative writing programme for students between the ages of 8 and 18. They take “special pleasure” in helping students from low-income backgrounds, males, and those from rural areas. They would like funding to facilitate more work in high schools, develop more storywriting programmes and resources, and to create links between writers in other regions.
20. **Online Web Journalism** is a course for senior secondary and tertiary students to develop their skills in journalism. The programme aims to meet the needs of students with behavioural difficulties, underachievers, students from low-income backgrounds, and those in rural areas. The programme would like to extend to primary and intermediate aged students.

Support for the Development of New Programmes

While some providers have specific ideas for possible future directions, the nature of the programmes represented in this study indicates a need for some new developments. Priorities in supporting or initiating new programmes would be those:

- For children in their preschool or early primary years.
- Extending from secondary into tertiary education.
- Specifically identifying and developing cultural abilities, skills, and qualities.

- Specifically identifying and developing leadership skills and abilities.
- Focusing on the curricular areas of literacy, language learning, performing arts (apart from music), and cultural studies.
- Explicitly designed to accelerate students (e.g., earlier introduction to academic content and skills OR allowing for a rapid pace of instruction).
- Targeting gifted and talented students with diverse needs, especially those with physical disabilities and from diverse cultures.

Decision-making Regarding Which Programmes to Support

Given the diversity of programmes represented in this research, there is a need for the development of specific criteria for the selection of programmes to support. The highlighted areas of need may assist in the development of funding criteria, allowing the Foundation to prioritise applications. It may be useful for the Foundation to ‘sharpen its focus’ in relation to the funding of gifted and talented education programmes.

To enable this, it may be useful for the Foundation to consider and discuss these questions:

- What areas of ability are valued and require the greatest recognition and development?
- What age groups need recognition and opportunities?
- Are there diverse groups of gifted and talented students in the greatest need of support?
- What types of programmes should be funded?
- Should programmes with a ‘history’ of provision be a priority? Or should new initiatives receive support to get off the ground? In the case of long-standing provisions, should there be evidence of effectiveness (which this research did not investigate)?

Finally, it needs to be reiterated that the national and international research related to the effectiveness of programmes for gifted and talented children – in or out of school – is very limited. Therefore, any decisions for funding programmes for gifted and talented students in New Zealand need to be based on evidence of effectiveness. This evidence, in theory, should be collected by providers, and made available to the Foundation.

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Appendices

Appendix 1: Survey

Appendix 2: Respondents

Appendix 1

Out of School Provisions for Gifted and Talented Students

This survey is designed to collate information on out-of-school provisions designed for, or suitable for, developing and recognising the potential of gifted and talented students in New Zealand on behalf of the Todd Foundation. For the purposes of the survey gifted and talented students are defined as those students with exceptional abilities in relation to their peers and across a wide range of areas including academics, fine and performing arts, cultural skills and qualities, leadership, and creativity.

A separate survey should be completed for **each** different programme you provide. The survey should take no more than 20 minutes to complete. If you have any questions or concerns regarding the survey, please contact Dr Tracy Riley. If you would prefer to complete the survey online please send an email to T.L.Riley@massey.ac.nz

Programme Contact Details

Name of Programme: _____

Name of Sponsoring Organisation: _____

Mailing Address: _____

Telephone: _____

Fax: _____

Web Address: _____

E-mail: _____

Permission

Do you give permission for your organisation's contact details and overall aims to be included on the Massey University website? ____ YES ____ NO

Do you give permission for your organisation's details to be included in the final report to the Todd Foundation? ____ YES ____ NO

Programme Purposes and Audience

1. Please describe in 2-3 sentences the overall aims of your programme.

2. Which group best represents who your programme is designed for?
- Gifted and Talented Students
 - All Students
3. How are students identified for your programme? Please indicate all that apply.
- Teacher or school-based recommendation
 - Standardised testing
 - Parental recommendation
 - Self selection
 - Portfolios, auditions or performances
 - Peer recommendation
 - Other: _____
4. What areas of ability does your programme recognise and develop (i.e., academic, creative, leadership, fine and performing arts, cultural knowledge, skills and abilities, or other)? Please specify in the space below.
5. What age group is your programme designed for? Please indicate all that apply.
- Pre-school (birth to 5)
 - Junior Primary (new entrant to year 2)
 - Middle Primary (years 3-4, ages 8-9), ages 5-7)
 - Senior Primary (years 5-6, ages 10-11)
 - Intermediate (years 7-8, ages 12-13)
 - Junior Secondary (years 9-10, ages 14-15)
 - Senior Secondary (years 11-13, ages 16-18)
 - Tertiary (ages 18+)
 - All ages (children to adults)
6. Does your programme aim to specifically recognise and develop the special abilities of any of the following diverse groups of gifted and talented students? Please indicate all that apply.
- Students with learning disabilities

- Students with physical disabilities
- Students with behavioural disabilities
- Underachievers
- Maori students
- Pasifika students
- Other cultural groups
- Students from low-income backgrounds
- Female students
- Male students
- Students from rural areas
- Other: _____

7. How does your programme recognise and develop the special abilities of these diverse groups of gifted and talented students?

8. What level of participation is your programme designed for?

- Individual students
- Teams or groups of students

9. Which description best represents the nature of your programme?

- After school programme
- Weekend programme
- Holiday programme
- Competition
- Withdrawal or pull-out programme during school hours (e.g., one day a week programme)
- In school provision by out of school provider (e.g., volunteer mentor or tutor)
- _____ Other: _____

10. What is the duration or length of student participation in your programme?

- Less than a week (e.g., "one-off")
- A school term

- One to two weeks

 Year long
 A month

 Multi-years
 Other: _____

11. Which description best represents geographical availability of your programme? Please indicate all that apply.

- Local Regional National International

Programme Costs

12. Are there student financial costs associated with your programme?

- YES
 NO

13. What are the approximate costs associated with participation in your programme?

Individual Costs: _____

Team Costs: _____

School Costs: _____

Programme Funding

14. How is your programme funded and supported? Please indicate all that apply.

- Participation fees
 Corporate sponsorship
 Donations
 Ministry of Education funding
 Volunteer work
 Charitable Trust
 Other: _____

15. What are your funding needs? Please indicate up to five that apply.

- Scholarships for student participation Student resources
 Programme development/enhancement Teacher resources
 Awards and prizes Parental support
 Web development Publicity

- Professional development Travel
- Venue costs/maintenance/development Staffing

Other: _____

16. How do you envisage further developing or enhancing your programme for gifted and talented students?

Programme Benefits and Challenges

17. What are the perceived benefits for gifted and talented students participating in your programme? Please indicate up to five that apply.

<input type="checkbox"/>	Academic development
<input type="checkbox"/>	Creative development
<input type="checkbox"/>	Leadership development
<input type="checkbox"/>	Social and emotional development
<input type="checkbox"/>	Cultural development
<input type="checkbox"/>	Friendship
<input type="checkbox"/>	Team or group cooperation skills
<input type="checkbox"/>	Development of "how-to" skills (e.g., computer, drawing, writing skills, etc)
<input type="checkbox"/>	Opportunities for travel
<input type="checkbox"/>	Monetary (i.e., prizes or scholarships)
<input type="checkbox"/>	Career development
<input type="checkbox"/>	Resources and support for their schools and teachers
<input type="checkbox"/>	Resources and support for their homes and families
<input type="checkbox"/>	Recognition of gifts and talents
<input type="checkbox"/>	Other:

18. What do you perceive to be the greatest benefits of providing out of school provisions for gifted and talented students?

19. Do you have other comments related to the perceived benefits of participation in your programme for gifted and talented students?

20. What are the perceived challenges that might limit the participation of gifted and talented students in your programme? Please indicate all that apply.

- Costs Time Required Coaching or support Accessibility
- Criteria for participation Lack of resources Location
- Lack of awareness
- Other: _____

21. What do you perceive to be the greatest challenges of providing out of school provisions for gifted and talented students?

22. Do you have other comments related to the perceived challenges of student participation in your programme for gifted and talented students?

23. In general, how can we best provide gifted and talented students with opportunities for meeting their potential?

24. Do you know of other programme providers who might be interested in taking part in this study? If so, please provide contact details below.

Thank you for taking the time to complete this survey.

Appendix 2

DETAILS OF EACH PROGRAMME FOR MASSEY WEBSITE

	Respondent Details	Purpose of Provision
1	<p>Achieving Potential Seminars Holiday Seminars (Jean Hendy-Harris) PO Box 25-516 St Heliers Auckland 1740 Ph: 09 5850111 Fax: 09 5850144 Web: www.holidayseminars.co.nz Email: info@holidayseminars.co.nz</p>	<p>These seminars aim to provide students with high intellectual ability/potential the opportunity to work alongside others of similar potential in an 'intensive' manner via regular holiday programmes and to provide activities and workshops that may not normally be available to them within the school environment.</p>
2	<p>Alpha Digital Programme The Alpha Educational Consultancy 33 Te Puke Rd RD 17 Fairlie Timaru Ph: 03 685 6163 Fax: 03 685 6052 Web: www.alphaed.org.nz Email: info@alphaed.co.nz</p>	<p>The Alpha digital facility provides a full time, individualised, educational opportunity for students who do not currently benefit from mainstream provision. The Alpha digital programme allows gifted students to work to their full potential by engaging in collaborative learning activities with mentors and gifted students nationally and internationally. A number of our current students display exceptional giftedness allied to a specific learning difficulty; the attributes of the digital environment free them to optimise their talents.</p>
3	<p>Alpha Plus Programme The Alpha Educational Consultancy 33 Te Puke Rd RD 17 Fairlie Timaru 8771 Ph: 03 685 6163 Fax: 03 685 6052 Web: www.alphaed.org.nz Email: info@alphaed.co.nz</p>	<p>The Alpha Plus Programme delivers a series of studies designed to enhance the development of sophisticated thinking skills. Under each thinking skill a variety of tasks are available, suitable for students ranging from mildly gifted to exceptionally gifted. Students choose one task from each thinking area to create a balanced, challenging study. Students have partial access to the Alpha Digital Facility and to the forums, monitored websites and digital tools which support their inquiry and product. Social and emotional literacy components support the programme. 24/7 access allows students autonomy. A games room and social interaction chats and forums [private blogs] enhance the programme.</p>
4	<p>APO Young Achievers Programme C/- Auckland Philharmonia Orchestra P.O. Box 56024 Dominion Road Auckland 1446 Ph: 09 6387073 Fax: 09 6309687 Web: www.aucklandphil.co.nz Email: lfarley@aucklandphil.co.nz</p>	<p>The APO Young Achievers Programme aims to provide high-achieving school students who have reached the finals of our competitions and completed our scholarships with one year of continuing support placing them in leadership roles and peer mentoring, including an opportunity to "meet the artists".</p>
5	<p>AppleTree Education Centre 20 Domain Street Devonport Auckland 0624 Ph: 09 4456172 Fax: 09 4456173 Email: catharina@appletree.co.nz</p>	<p>Apple Tree Education Centre aims to provide educational programmes for gifted and talented students, age 6-12 in specialist subject areas, using specialist qualified tutors. We also provide a consulting role to parents and teachers.</p>

6	<p>Aramoho School Student Extension Programmes Aramoho School PO Box 5026 Aramoho Wanganui Ph: 06 3438249 Fax: 06 3437932 Email: aramohosch@xtra.co.nz</p>	<p>This programme aims to provide academic/sporting/cultural enrichment or extension activities for these gifted and talented year 7 and 8 students depending on their talent(s).</p>
7	<p>Astronomy Online Carter Observatory, the National Observatory of New Zealand Wellington Ph: 04 233 0252 Web: www.carterobservatory.net Email: robert@porirua.net</p>	<p>Astronomy Online provides NCEA credits in astronomy for secondary school students, and provides online courses in astronomy for primary school students. These courses are used as extension courses by schools for students who wish to extend their programmes of study.</p>
8	<p>Bethlehem College Extension Centre for Gifted and Talented Children Christian Education Trust Private Bag 12015 Tauranga Ph: 07 5791722 Fax: 07 5791882 Web: www.btionline.ac.nz Email: m.sanders@bethlehem.ac.nz</p>	<p>The Bethlehem College Extension Centre for Gifted and Talented Children aims to provide extension activities to gifted and talented children (5-12 years) from the wider Tauranga area, in an out-of-school setting and at a cost level which makes it accessible to all children. It does not replicate or accelerate the school curriculum but aims to introduce the children to topics which might become a life-long interest.</p>
9	<p>Capital Performing Arts Orchestra Capital Performing Arts Inc 45 High Street Island Bay Wellington Ph: 04 383 6754 Web: www.capitalperformingarts.org.nz Email: gwilby@paradise.net.nz</p>	<p>The Capital Performing Arts Orchestra aims to encourage, foster and develop talents in the performing arts through regular concerts and to give instrumental players the opportunity to develop ensemble and performance skill through orchestral rehearsal and performance.</p>
10	<p>CHAMPS (Chamber Music Players on Saturdays) CHAMPS TRUST 86 Maida Vale Road Roseneath Wellington 6011 Ph: 04-970-3451 Fax: 04-970-3451 Email: chords@paradise.net.nz</p>	<p>CHAMPS aims to provide advanced training in chamber music to secondary students of the whole Wellington region; to provide initial training to gifted primary students; to find and provide scholarship funding for such training; to enhance and excite students' knowledge and appreciation of chamber music as a lifelong activity or as a possible future profession; and to organise performances of chamber music for, and by, these students.</p>
11	<p>Christchurch Explorers Club NZAGC 125 Francis Ave St Albans Christchurch Ph: 03 960 1252 Fax: 03 355 7547 Web: www.giftedchildren.org.nz Email: christchurch@giftedchildren.org.nz</p>	<p>The Christchurch Explorers Club aims to support gifted children and their families as they grow.</p>

12	<p>Creatability Otago Association for the Gifted And Talented 81 Forfar Street Maryhill Dunedin Ph: 03 456 3522 Email: sarahindunedin@gmail.com</p>	<p>Creatability aims to: provide regular social activity for families with gifted and talented children so that like-minded children can form friendships with each other; encourage family bonding so that parents understand their children better and become involved in their interests; and to create opportunities for mentoring between children and adults from different families.</p>
13	<p>Creatability Club Otago Association for the Gifted and Talented 18 Saddlevue Place Fairfield Dunedin Ph: 03 4884388</p>	<p>The Creatability Club provides a safe environment for gifted kids to meet others of like mind, pursue interests, and be introduced to and experiment with exciting new ideas in arts and many other disciplines.</p>
14	<p>CREST Royal Society of New Zealand and Todd Foundation P.O.Box 598 Wellington Ph: 04 470 5789 Fax: 04 473 1841 Web: www.rsnz.org Email: jessie.mckenzie@rsnz.org</p>	<p>Creativity in Science and Technology (CREST) is a research process for undertaking authentic research projects (Inquiry Learning) utilizing "consultants" or outside mentors with specific expertise. It is a programme for all students but particularly suited to the gifted and talented.</p>
15	<p>Early Start Programme The Alpha Educational Consultancy 33 Te Puke Rd RD 17 Fairlie Timaru 8771 Ph: 03 685 6163 Fax: 03 685 6052 Web: www.alphaed.org.nz Email: info@alphaed.co.nz</p>	<p>The Early Start Programme aims to provide a stimulating programme and on going support for families of gifted children aged three and four. Our teachers work in partnership with children and parents via the Alpha digital facility.</p>
16	<p>ETEC: Gifted Kids on Saturdays ETEC 6 Cape hill Road Pukekohe South Auckland 1800 Ph: 09 238 1080 Fax: 09 238 0180 Email: melvindin@varsity.co.nz</p>	<p>ETEC aims to supplement the needs of gifted kids through weekly hands on seminars in creative electronics, practical robotics, space and astronomy, and renewable energy.</p>
17	<p>Explorers Club Day Explorers (Auckland Branch of NZAGC) Po Box 36-084 Northcote Auckland 0748 Ph: 09 521 5964 Web: www.explorers.org.nz Email: president@explorers.org.nz</p>	<p>Club days are designed to inform children about a wide range of ideas and activities. These should stimulate interest in the range of topics and provide opportunities for the children and parents to socialise.</p>

18	<p>Explorers Parent & Teacher Information Evenings Explorers (Auckland Branch of NZAGC) PO Box 36-084 Northcote Auckland 0748 Ph: 09 521 5964 Web: www.explorers.org.nz Email: president@explorers.org.nz</p>	<p>These evenings aim to provide information for parents, teachers and professionals to help them with dealing with gifted and talented students.</p>
19	<p>Financial workshops Explorers (Auckland Branch of NZAGC) PO Box 36-084 Northcote Auckland 0748 Ph: 09 521 5964 Web: www.explorers.org.nz Email: president@explorers.org.nz</p>	<p>EXPLORERS is a club for gifted children and their families. It provides a comfortable environment for gifted children where they can make friends with others of their own age and ability. It also provides opportunities for parents of gifted children to meet and share experiences.</p>
20	<p>Future Problem Solving New Zealand Future Problem Solving Program International PO Box 781 Orewa Hibiscus Coast 0946 Ph: 09 4274627 Fax: 09 427 4627 Web: www.fpsnz.co.nz Email: fps@ihug.co.nz</p>	<p>The Future Problem Solving Programme aims to have students: a. develop and use creative thinking skills; b. learn about complex issues which will shape the future; c. develop an active interest in the future; d. develop and use written and verbal communication skills; e. learn and utilise problem solving strategies; f. develop and use teamwork skills; g. develop and use research skills; h. develop and use critical and analytical thinking skills; and i. within the community problem solving component to work within the community to identify and solve authentic problems.</p>
21	<p>Gisborne Music Competition Gisborne Rotary Club P.O. Box 423 Gisborne Ph: 06 8677594 Fax: 06 8679325 Email: admin@bainsheppard.co.nz</p>	<p>This competition aims to give orchestral musicians the opportunity to compete in an international music, solo recital competition. Entrants are aged between 16-25 years. This is an opportunity for entrants to perform, fraternise, learn from each other, and discuss their music with outstanding jurors.</p>
22	<p>Interactive Composing Workshop Auckland Philharmonia Orchestra P.O. Box 56024 Dominion Road Auckland 1446 Ph: 09 6387073 Fax: 09 6309687 Web: www.aucklandphil.co.nz Email: lfarley@aucklandphil.co.nz</p>	<p>Year 9 and 10 students submit duo compositions. The 20 accepted have the chance to work with APO musicians and our Composer-in-Residence over a one-day workshop at the Auckland Town Hall. Over the day student s learn more about the instruments they wrote for, develop their duo pieces and have them recorded.</p>
23	<p>Kapiti Explorers Club NZAGC 36b Toru Road Paraparaumu Beach Kapiti 5032 Ph: 04 904 1905 Email: kapiti@giftedchildren.org.nz</p>	<p>The Kapiti Explorers Club aims to provide stimulating activities for gifted children to enhance their education and social skills and to build the children's self-esteem by mixing with their intellectual peers. It aims to look after gifted children emotionally and to support parents through regular meetings with others who are going through the same difficulties.</p>

24	<p>Kids' Conference Raumati South School Matai Road Raumati Kapiti Coast Ph: 04 2994579 Web: www.raumatisouth.school.nz Email: office@raumatisouth.school.nz</p>	<p>The Kids' Conference aims to enhance children's understanding of possible career, leisure activities and hobbies.</p>
25	<p>Learning Programme The Dowse and Petone Settlers Museum PO Box 30396 Lower Hutt Ph: 045601481 Fax: 045695877 Web: www.dowse.org.nz www.petonesettlers.org.nz Email: sarah.bourke@huttcity.govt.nz miri.young@huttcity.govt.nz</p>	<p>The Learning Programme aims to provide learning experiences based around creativity, technology and social studies which cannot be replicated in the classroom.</p>
26	<p>LEARNZ virtual field trips Heurisko Ltd PO Box 8577 Christchurch Ph: 03 3537360 Web: www.learnz.org.nz Email: audrie@learnz.org.nz</p>	<p>LEARNZ is an online virtual field trip programme for students in New Zealand state, private and integrated schools. LEARNZ offered 19 virtual field trip experiences in 2006: students stay at school but visit places they would never otherwise go to and interact with people they would never meet. Students' participation is supported by online background materials and enabled using live audio-conferencing, web board and diaries, images and videos uploaded daily.</p>
27	<p>Lion Foundation Young Enterprise Scheme Enterprise New Zealand Trust PO Box 31545 Lower Hutt Wellington Ph: 04 570 0452 Fax: 04 570 0453 Web: www.enzt.co.nz Email: anna@enzt.co.nz</p>	<p>The Lion Foundation Young Enterprise Scheme is an experiential business programme aimed at year 12 and year 13 secondary school students. Students set up their own company, create real products/services, implement real marketing plans, earn real money, pay real tax and keep real profits.</p>
28	<p>Mastereign Elim Christian College 58644 Howick Manukau 2141 Ph: 09 5380375 Fax: 09 5380367 Web: www.elim.school.nz Email: murraybu@elim.school.nz</p>	<p>Mastereign aims to provide an increasingly comprehensive beyond school programme where individual students can extend their skills, be highly challenged, stimulated and enriched. They will get the opportunity to interact with industry standard tutors and facilitators who will demand high level critical thought processes in an environment where individual creativity and flair are strongly encouraged and expected.</p>
29	<p>Mathematics Achievement Challenge Mathematics Achievement Challenge Charitable Trust P.O. Box 39 Lincoln Canterbury Ph: 03 3252252 Fax: 03 3252253 Web: www.maths.org.nz Email: maths.achievementchallenge@xtra.co.nz</p>	<p>The purpose of this programme is to extend and enrich students in Mathematics, at Levels 3 and 4 of the NZ mathematics Curriculum.</p>

30	<p>Max Programme The University of Auckland Departments of Mathematics and Engineering Science The University of Auckland Private Bag 92-019 Auckland Central Ph: 09-373-7599 ext 85757 Fax: 09-3737457 Web: www.math.auckland.ac.nz/Teaching/Max Email: w.stratton@math.auckland.ac.nz</p>	<p>The Max Programme provides challenge extension and acceleration for gifted and talented mathematics students at Year 13. Max provides a first year university course in mathematics for students still in the final year of high school. A pass in this course enables a student to continue study of engineering mathematics or mathematics at the University of Auckland at stage 2 level in their first full time year of university study. The Max course is available both internally and extramurally.</p>
31	<p>Mentoring Programme Golden Key International Honour Society Canterbury Chapter Communications and Development University of Canterbury Ilam Christchurch 8020 Web: http://www.goldenkey.canterbury.ac.nz Email: president@goldenkey.canterbury.ac.nz</p>	<p>The Mentoring Programme attempts to develop our members skills in teaching as well as their own personal knowledge in specific subject areas, while allowing young gifted children at Aorangi (a lower decile school) and Ilam (a higher decile school) opportunities to develop their knowledge in a specific research area. The primary focus of the program is to provide focussed learning opportunities for young students who might not otherwise be challenged in their learning endeavours.</p>
32	<p>MOTAT Public Programmes PO Box 44-114 Pt Chevalier Auckland 1246 Ph: 09 8155806 Fax: 09 8469310 Web: www.motat.org.nz Email: nick.short@motat.org.nz</p>	<p>MOTAT Public Programmes aim to provide engaging and inspiring programmes driven by the museum's collection which inspire children to discover the past, explore the present and enrich our future.</p>
33	<p>National Performers Competition Auckland Philharmonia Orchestra P.O. Box 56024 Dominion Road Auckland 1446 Ph: 09 6387073 Fax: 09 6309687 Web: www.aucklandphil.co.nz Email: lfarley@aucklandphil.co.nz</p>	<p>Students are selected from video entry to compete in a live final at the Town Hall, accompanied by orchestra. Preparation for the final allows participants to work with an orchestra in rehearsal, and an international conductor. The final provides a grand-scale performance opportunity and a prize to play with the Auckland Symphony Orchestra in concert.</p>
34	<p>National Schools Orchestra Auckland Philharmonia Orchestra P.O. Box 56024 Dominion Road Auckland 1446 Ph: 09 6387073 Fax: 09 6309687 Web: www.aucklandphil.co.nz Email: lfarley@aucklandphil.co.nz</p>	<p>This is an opportunity for students from all around NZ to come together to make an orchestra, be tutored by professional musicians and prepare for a public concert in the Town Hall. The main goals are to develop leadership skills, social support and development, playing skill development and performance experience.</p>
35	<p>Newmont Waihi Gold Education Centre Newmont Waihi Gold PO Box 190 Waihi Ph: DDI 07 863 9774 Fax: 07 863 6084 Web: www.marthamine.co.nz Email: guy.spurr@newmont.com</p>	<p>The Newmont Waihi Gold Education Centre is a purpose built classroom where students can participate in a range of curriculum-based activities relating to gold mining, minerals, geology, resource use, environmental practices, rehabilitation and other aspects of the mining industry.</p>

36	<p>New Zealand Marine Studies Centre, One Day Gifted and Talented Programme New Zealand Marine Studies centre, Department of Marine Science Otago University PO Box 8 Portobello Dunedin 9014 Ph: 03 479 5843 Fax: 03 479 5844 Web: www.marine.ac.nz Email: steve.cutler@stonebow.otago.ac.nz</p>	<p>The One Day Gifted and Talented Programme aims to provide a broad hands-on experience that challenges student's notions of perception, and science. It provides practical experience in a range of marine-based activities; introduces ideas and discussion about team work and individual roles in productive teams, ethics, the nature of cooperation and collaboration in science; and the nature of scientific investigation with particular reference to reliability of data. It aims to enrich and enhance their experience of learning.</p>
37	<p>New Zealand Marine Studies Centre, Three Day Gifted and Talented Programme New Zealand Marine Studies centre, Department of Marine Science Otago University PO Box 8 Portobello Dunedin 9014 Ph: 03 479 5843 Fax: 03 479 5844 Web: www.marine.ac.nz Email: steve.cutler@stonebow.otago.ac.nz</p>	<p>The Three Day Gifted and Talented Programme provides a broad-based hands-on experience exploring the idea that "making sense of the marine world aids survival and enriches lives". The aim is to excite and support the love of learning through enquiry and practical problem solving. Students are challenged by the sustained nature of the programme and its intensity. At the end we aim to have enriched and enhanced their experience, thinking and understanding of science and the marine world.</p>
38	<p>New Zealand Marine Studies Centre Talent Development Initiative: Local Primary Schools New Zealand Marine Studies centre, Department of Marine Science Otago University PO Box 8 Portobello Dunedin 9014 Ph: 03 479 5843 Fax: 03 479 5844 Web: www.marine.ac.nz Email: steve.cutler@stonebow.otago.ac.nz</p>	<p>The Local Primary Schools Programme provides a broad-based hands-on experience exploring the idea that "making sense of the marine world aids survival and enriches lives". The aims are to challenge students in their practical problem solving and scientific enquiry; to enhance their understanding of science and themselves as they carry out a small team research project; and to enrich their understanding of life and their own thinking.</p>
39	<p>New Zealand Marine Studies Centre, Talent Development Initiative: Year 10 Local Schools New Zealand Marine Studies centre, Department of Marine Science Otago University PO Box 8 Portobello Dunedin 9014 Ph: 03 479 5843 Fax: 03 479 5844 Web: www.marine.ac.nz Email: steve.cutler@stonebow.otago.ac.nz</p>	<p>The Year 10 Local Schools Programme provides a broad-based hands-on experience exploring the idea that "making sense of the marine world aids survival and enriches lives". The primary aims are to challenge students as they work in small teams to design, carry out, analyse and present findings from a small research project. It aims to extend their understanding of science and the marine world as well as enrich their learning experiences with a real world enquiry with individuals of like mind. Learning about self, their thinking and socializing with like minds is a secondary set of aims.</p>

40	<p>New Zealand Marine Studies Centre, Talent Development Initiative: Year 10 Rural Schools New Zealand Marine Studies Centre, Department of Marine Science Otago University PO Box 8 Portobello Dunedin 9014 Ph: 03 479 5843 Fax: 03 479 5844 Web: www.marine.ac.nz Email: steve.cutler@stonebow.otago.ac.nz</p>	<p>The Year 10 Rural Schools Programme provides a broad-based hands-on experience exploring the idea that "making sense of the marine world aids survival and enriches lives". The primary focus is on students leaning about and extending their experiences with practical scientific enquiry and discovering more about the marine world, practical science, scientists, themselves, and their thinking. The secondary focus is on the supporting, meeting and mixing of isolated gifted students, enquiry and learning with like minds, and exposure to new career possibilities.</p>
41	<p>NZ Mathematics Olympiad Programme NZ Mathematics Olympiad Committee c/o Linwood College Linwood Christchurch Ph: 03-982-0100 ext 809 Fax: 03-982-0101 Web: www.nzamt.org.nz Email: pa@linwoodcollege.school.nz</p>	<p>The over riding global objective of the Olympiad Programme is to raise the level of motivation, enjoyment and achievement in students, particularly those talented in the subject area, so that ultimately they can be supported and encouraged to challenge and extend their learning. The Olympiad Programme provides advanced learning opportunities which enable academic extension as well as social development for these students, a factor which is crucial to their support. Talented students tell us consistently that they value highly the opportunity to mix with others of like minds, and Olympiad participation is one of the few activities in NZ that provides this. Participation in Olympiads also raises awareness of their subjects and increases the levels of achievement. Being international, they also give our talented students a goal to strive for and, at the same time, allow us another mechanism to benchmark New Zealand's performance against other countries.</p>
42	<p>New Zealand National Maritime Museum Education Programme NZ National Maritime Museum PO Box 3141 Auckland Ph: 09 3730801 Fax: 09 3776000 Web: www.nzmaritime.org Email: educator@nzmaritime.org</p>	<p>By using the considerable resources associated with the NZ National maritime Museum (NZNMM), this programme aims to provide learning experiences that cannot be replicated in a normal classroom. With a focus on the maritime history of New Zealand, students are able to gain knowledge and appreciation of New Zealand's unique history and how the skills linked to that have developed over time.</p>
43	<p>NZ Secondary Students' Choir Stand Alone Charitable Trust KBC House, 272 Karori Road Karori Wellington 6012 Ph: 04 976 8557 Fax: 04 976 8557 Web: www.nzsscchoir.com Email: nzssc@xtra.co.nz</p>	<p>The NZ Secondary Students' Choir aims to provide a high quality nationally recognised choral experience for secondary students irrespective of socio economic background.</p>
44	<p>New Zealand Young Filmmakers' Awards NZYFA PO Box 26032 Newlands Wellington Web: www.nzyfa.org.nz Email: contactnzyfa@gmail.com</p>	<p>The New Zealand Young Filmmakers' Awards aim to foster and encourage talented young filmmakers and showcase their works in a public cinematic environment.</p>

45	<p>One Day School George Parkyn National Centre for Gifted Education PO Box 10-010 Dominion Road Auckland Ph: 09 8454176 Fax: 09 8454179 Web: www.georgeparkyncentre.org Email: head.office@georgeparkyncentre.org</p>	<p>The George Parkyn Centre was established in 1995 to provide professional support services for gifted children and all those living and working with them. The One Day School (ODS) programme is designed to provide for the diverse needs of the gifted learner by offering lessons built around cross-curricular themes that provide for a range of different interests and areas of ability. These lessons involve very advanced high-interest challenges to children's thinking and imagination. They offer choices across research, experiment, construction, design, problem-solving, creative and artistic production and invention. They encourage the development of independent learning skills and nurture confidence, self-esteem and the building of friendships.</p>
46	<p>Orchestral Summer School Auckland Philharmonia Orchestra P.O. Box 56024 Dominion Road Auckland 1446 Ph: 09 6387073 Fax: 09 6309687 Web: www.aucklandphil.co.nz Email: lfarley@aucklandphil.co.nz</p>	<p>The summer school is designed to give participants an experience of the professional orchestral environment. It provides full orchestral mentoring, where participants sit in an orchestra next to professional APO musicians. It is an intensive week-long course which includes full rehearsals, sectionals, tutorials, workshops and chamber music coaching. A public concert ends the course.</p>
47	<p>Philosophy for Children P4CNZ c/- 720 West Coast Rd Oratia Waitakere 0604 Ph: 09 8149100 Web: www.p4c.org.nz Email: v.kovach@auckland.ac.nz</p>	<p>To train teachers to facilitate philosophical inquiry in the classroom using the "community of inquiry" approach. This approach emphasises student directed content, intellectual rigor and caring collaboration. Courses for students are also run occasionally.</p>
49	<p>Secondary Composer's Competition Auckland Philharmonia Orchestra P.O. Box 56024 Dominion Road Auckland 1446 Ph: 09 6387073 Fax: 09 6309687 Web: www.aucklandphil.co.nz Email: lfarley@aucklandphil.co.nz</p>	<p>Students have 2 preparatory workshops with the APO composer-in-residence and then submit an orchestral piece to the competition. Finalists have their piece played and recorded by the APO, and the chance to interact with the orchestra in the workshop session.</p>
50	<p>Secondary School Scholarships Auckland Philharmonia Orchestra P.O. Box 56024 Dominion Road Auckland 1446 Ph: 09 6387073 Fax: 09 6309687 Web: www.aucklandphil.co.nz Email: lfarley@aucklandphil.co.nz</p>	<p>Selected students have lessons with APO section leaders in preparation for students to play in an APO education concert as part of the orchestra. Students learn orchestral playing skills and increase their level of playing skills. They also gain access to a grand-scale performance situation and to an audience of their peers.</p>
51	<p>Southern REAP One Day School Southern REAP P O Box 9 Winton 9741 Ph: 03 442 2815 Fax: 03 442 3604 Web: www.reap.co.nz Email: sue@reap.co.nz</p>	<p>The Southern REAP One Day School aims to ensure gifted children are recognised, valued and afforded every opportunity to develop and make full use of their talents and abilities, to the fulfilment of their own life and betterment of the wider community. The purpose is to provide a uniquely comprehensive enrichment/extension programme for gifted children, related to their specific areas of ability and learning needs. The general aims of One Day School are 1) To emphasise the development of advanced independent learning skills, to support gifted children's work in their regular classroom programme. 2) To provide peer</p>

		immersion at an advanced level without interruption thus reducing frustration for the child, while supporting motivation and work skills. 3) To allow gifted children to work on a regular basis with others of similar ability and intent. 4) To help overcome or prevent social isolation, emotional and social immaturity as often experienced by gifted children. 5) To complement existing provision for gifted children within schools, and assist those schools who have not yet made such provision. 6) To provide high quality classroom resources and equipment for teachers, along with essential professional development and administrative support.
52	<p>Summer Camp Explorers (Auckland Branch of NZAGC) PO Box 36-084 Northcote Auckland 0748 Ph: 09 521 5964 Web: www.explorers.org.nz Email: president@explorers.org.nz</p>	<p>Summer Camp is a residential family weekend. It provides an opportunity for students and their families to socialise with like minded individuals. A "Top Family" competition is also run where families compete on a range of different activities e.g. quiz questions, technology challenge, physical challenge, and creative challenge. Camp activities which are usually outdoor are utilised as well such as flying fox, kayaking, water sports etc.</p>
53	<p>Taupo Explorers Branch of NZAGC P.O. Box 1737 Taupo Ph: 07 3770862 Fax: 07 3772952 Web: www.giftedchildren.org.nz/taupo Email: clarkson@reap.org.nz</p>	<p>The Taupo Explorers is a support group for gifted families in the Taupo area and aims to provide activities where like-minded children can interact together.</p>
54	<p>Tauranga Explorers NZAGC PO Box 15379 Tauranga Ph: 07 5783845 Fax: 07 5788882 Web: www.giftedchildren.org.nz/tauranga Email: mellissa.m@xtra.co.nz</p>	<p>Tauranga Explorers aims to provide a comfortable environment for gifted children where they will be able to make friends with others of their own age and ability, and to provide opportunities for parents of gifted children to meet to share experiences and enjoy the support of other like minded individuals. Explorers seek to foster good relationships between home and school in the interests of the gifted child and to educate the public about gifted children by disseminating information and initiating new research. Above all Explorers offers fun and the opportunity to learn and grow alongside others within the gifted community. Explorers rally the cause of Tauranga gifted children to help support families of gifted children to raise awareness in the local community.</p>
55	<p>The Asia Wise Competition Educational Programs and Services 18 Aberdeen St Hobart 7000 Australia Ph: 61 3 62312885 Fax: 61 3 62314552 Web: www.GiantClassroom.com.au Email: david.reid@edupro.com.au</p>	<p>The aim of The Asia Wise Competition is to provide a competitive environment for students based on assessing their research, analytical and interpretive skills. In this way it assesses thinking skills rather than rote learning or memory. The program is aimed at stimulating the application of these skills in the social studies area. It also provides for a wider range of topics than is usual in the normal classroom environment.</p>

56	<p>The Gifted Kids Programme The Gifted Children's Advancement Charitable Trust P.O. Box 28 092 Remuera Auckland 1136 Ph: 09 309 1045 Fax: 09 309 1048 Web: www.giftedkids.co.nz Email: admin@giftedkids.co.nz</p>	<p>The Gifted Kids Programme aims to provide excellence in gifted education through delivering student and teacher services with a core emphasis on low decile communities. The organisation has two arms: a one-day programme for gifted students: The Gifted Kids Programme (GKP); and professional development for schools, (GiftNet), who have students attending the one-day programme.</p>
57	<p>The Great Race Educational Programs and Services 18 Aberdeen St Hobart 7000 Australia Ph: 61 3 62312885 Fax: 61 3 62314552 Web: www.GiantClassroom.com.au Email: david.reid@edupro.com.au</p>	<p>The aim of The Great Race is to provide a competitive environment for students that simulates a sporting competition. The Race requires students to work in teams to see who can be first to research and answer a set of questions. If two teams get the same number of answers correct, then the team that completes them in the shortest time is the winner. Pop-ups at 30 second intervals keep the teams informed as to where they stand against the other competitors.</p>
58	<p>The School for Young Writers The School for Young Writers PO Box 21-120 Christchurch Ph: 03 3553588 Fax: 03 3553588 Web: www.geocities.com/school4youngwriters/ Email: young.writers@xtra.co.nz</p>	<p>The school for young writers aims to teach creative writing skills to children and teenagers and to publish/share their work with other young people, families, schools, and teachers.</p>
59	<p>The Science Challenge Educational Programs and Services 18 Aberdeen St Hobart 7000 Australia Ph: 61 3 62312885 Fax: 61 3 62314552 Web: www.GiantClassroom.com.au Email: david.reid@edupro.com.au</p>	<p>The aim of The Science Challenge is to provide a series of experiments and questions that support primary school teachers to introduce science into their classrooms. Besides the experiments, The Science Challenge incorporates teacher development notes and extension activities that allow the teacher to explain the basic scientific principles behind the experiments, rather than just observing an outcome. This is far more likely to stimulate gifted students, and the range of extension activities allows them to apply the principles in a range of different situations.</p>
60	<p>The Young New Zealanders' Challenge of The Duke of Edinburgh's Award P O Box 31 688 Lower Hutt 5040 Ph: 04 568 4091 Fax: 04 568 4092 Web: www.challengenz.org.nz Email: info@challengenz.org.nz</p>	<p>The mission of The Young New Zealanders' Challenge of The Duke of Edinburgh's Award Programme in New Zealand is to have young people, regardless of cultural, ethnic and socio-economic background, participating in an exciting, flexible and individually-tailored programme, to build skills, identity and self esteem. The Young New Zealanders' Challenge is a voluntary, non-competitive programme of practical, cultural and adventurous activities, designed to support the personal and social development of young people aged 14-25, regardless of gender, background or ability. It offers an individual challenge and encourages young people to undertake exciting, constructive, challenging and enjoyable activities in their free time.</p>

61	<p>Tournament of Minds Inc. PO Box 367 Kotara New South Wales Australia 2289 Ph: +61 2 4952 2698 Fax: +61 2 4952 9734 Web: www.tom.edu.au Email: aus-director@tom.edu.au</p>	<p>Tournament of Minds is a creative problem solving program in which teams of 7 students work co-operatively to solve demanding open-ended challenges. Teams are vertically structured allowing cross-year groups, depending on the ability and skills they can bring to the solution.</p>
62	<p>Turanga/ Gisborne, Rural Gisborne and Wairoa Gifted & Talented Students Programmes Tairawhiti REAP PO Box 859 Gisborne 4010 Ph: 06 8684186 Fax: 06 868 3186 Web: www.tairawhiti.org.nz Email: judi@tairawhitireap.org.nz</p>	<p>This programme provides a holistic approach to clustering 10 schools to meet the needs of the students that are gifted and talented, schools, staff, community, students and whanau that surround them. This programme includes in-school and out-of-school provision for students.</p>
63	<p>UO Sheilah Winn Festivals and its flow-on stages Shakespeare Globe Centre New Zealand P.O. Box 17 215 Wellington 6147 Ph: 04 384 1300 Fax: 04 384 1301 Web: www.Shakespeare.org.nz Email: Action-Sanders@xtra.co.nz</p>	<p>Shakespeare Globe Centre New Zealand (SGCNZ) is a life-skills enhancing organisation using Shakespeare as a tool. Through its annual festivals, National Shakespeare Schools Production and SGCNZ Young Shakespeare Company, participants are given the opportunity to student-direct and manage their peers. They are challenged to learn lines, rehearse and perform in pressured time frames, on regional, national and the international Globe stage.</p>
64	<p>Virtual School for the Gifted DARX Consulting P/L PO Box 12329 A'Beckett St Melbourne 8006 Ph: +61 3 8371 7444 Fax: +61 3 8371 7445 Web: www.vsg.edu.au Email: bec@vsg.edu.au</p>	<p>The Virtual School for the Gifted (VSG) is an entirely online school that specialises in providing enrichment courses to complement and extend the regular curriculum. The VSG works with you to provide courses to challenge gifted students. Through keeping our class sizes small, and constant email communication with the teachers, we can customise the curriculum to suit the individual.</p>
65	<p>Wellington Explorers NZAGC PO Box 13-376 Johnsonville Wellington Web: www.giftedchildren.org.nz/wellington/ Email: wellington@giftedchildren.org.nz</p>	<p>Wellington Explorers is a club for gifted children and their families. It provides a comfortable environment for gifted children where they can make friends with others of their own age and ability. It also provides opportunities for parents of gifted children to meet and share experiences.</p>
66	<p>Wellington Youth Orchestra Sponsored by all grants organisations available to the Wellington region; Community Trust, NZ Community Trust, Lion Foundation, Charitable Trusts Foundation, Community Grant Foundation, Wellington City Council, NZSO P.O. Box 3672 Wellington Ph: 04 9343857 Home phone Web: www.wyo.wellington.co.nz Email: leigh.bredenkamp@metzger.co.nz keith.connor@paradise.net.nz</p>	

67	<p>Winter Camps Auckland Explorers PO Box 36-084 Northcote Auckland 0748 Ph: 09 521 5964 Web: www.explorers.org.nz Email: president@explorers.org.nz</p>	<p>Winter camps are designed to get gifted and talented children involved in a wide range of ideas and activities based on a theme. These should stimulate interest in a range of topics and provide opportunities for the children and parents to socialise.</p>
68	<p>Year Level Support and Enrichment Wanganui High School PO Box 4022 Wanganui 4541 Ph: 06 3490178 Fax: 06 3490176 Web: www.wanganui-high.school.nz Email: whs-principal@xtra.co.nz</p>	<p>Year Level Support and Enrichment provides support, mentoring and enrichment opportunities for high ability students (approx 20) at each year level in the school.</p>
69	<p>Year 7 and 8 Enrichment Camp Wanganui High School PO Box 4022 Wanganui 4541 Ph: 06 3490178 Fax: 06 3490176 Web: www.wanganui-high.school.nz Email: whs-principal@xtra.co.nz</p>	<p>The Year 7 and 8 Enrichment Camp aims to bring together year 7 and / or 8 students from our contributing schools to spend time together working on enrichment activities over two days.</p>
70	<p>Young Designer Awards Young designer awards Trust P.O. Box 35036 Shirley Christchurch Ph: 03 379 3275 Fax: 03 379 3276 Web: www.yda.org.nz Email: admin@yda.org.nz admin@mcbrearty.co.nz</p>	<p>The Young Designer Awards aim to increase awareness of design excellence nationwide in Years 7 to 13, Junior intermediate and Senior schools. It rewards talented and gifted students. All students are challenged to design across 7 categories, 20 sections, including architecture, communications, landscape design, electronics, product design, fashion, and visual arts.</p>
71	<p>Young Explorers Explorers Auckland – NZAGC P.O. Box 36-084 Northcote Auckland 0748 Ph: 09 536 4146 Fax: 09 536 4263 Web: www.explorers.org.nz Email: reckinz@ihug.co.nz</p>	<p>Young Explorers organise informal get-togethers for parents of gifted children aged less than 6 years old. These are aimed at members and non-members of Explorers alike. Trips for Explorers members are organised. Support for parents of young gifted children is available for those who have a need or a specific query.</p>
72	<p>Youth Program Dynamic People/Young Speakers PO Box 17124 Greenlane Auckland 1051 Ph: 09 5800904 Fax: 09 5800904 Email: claire.r@ihug.co.nz</p>	<p>The Youth Program is designed to build confidence and self esteem in young people by improving their communication, public speaking and leadership skills.</p>

73	<p>Online Web Journalism Veritas Scripta Charitable Trust PO Box 101-470 North Shore Auckland 0745 Ph: 09 4899720 Fax: 09 4893077 Web: www.talktomeabout.com Email: info@debbie.co.nz</p>	<p>To provide a complementary writing programme for senior secondary school students who have a passion for writing and a desire to inform the community about issues of importance to all. To provide a basic entry level web journalism course for senior secondary students who may select journalism as a career choice.</p>
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