

*Identification of Gifted Students in
Australian Catholic Primary Schools*

Catherine Mary Young

APPENDICES

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Appendix A. Interviewee Consent Letter for Interview



Interviewee Consent Form

Copy for Participant

Project Title: Influences On The Identification Of The Gifted: Phase 2

Principal Investigator Dr Elizabeth Labone

Student Researcher: Cathy Young

I (the participant) have read (or have had read to me) and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate in this 30-60 minute audio-taped interview realizing that I can withdraw my consent without comment.

I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

NAME OF PARTICIPANT: (please print)

Contact Phone Number: Email Address:

SIGNATURE:

DATE

SIGNATURE OF PRINCIPAL SUPERVISOR:

DATE:.....

SIGNATURE OF STUDENT RESEARCHER:

DATE:.....

Interviewee Consent Form – for access to survey data

Copy for Participant

Project Title: Influences On The Identification Of The Gifted: Phase 2

Principal Investigator Dr Elizabeth Labone

Student Researcher: Cathy Young

Please complete the following section if are willing to have your survey data accessed

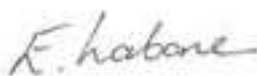
I (the participant) have read and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I give consent for the researchers to access my survey responses. I understand that I can withdraw my consent at any time without adverse consequences. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

NAME OF PARTICIPANT: (please print)

SIGNATURE:

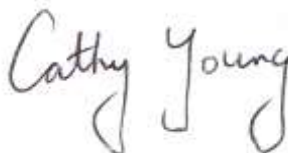
DATE

SIGNATURE OF PRINCIPAL SUPERVISOR:



DATE: 17/8/13

SIGNATURE OF STUDENT RESEARCHER:



DATE: 17/8/13



Principal Consent Form – access to schools documents

Copy for Researcher

Project Title: Influences On The Identification Of The Gifted: Phase 2

Principal Investigator Dr Elizabeth Labone

Student Researcher: Cathy Young

I (the Principal) have read (or have had read to me) and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree to gather and to make available documents related to Gifted Education in the school. I understand that I can withdraw my consent without comment.

I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me or the school in any way.

NAME OF PARTICIPANT: (please print)

Contact Phone Number: Email Address:

.....

SIGNATURE:

DATE

.....

SIGNATURE OF PRINCIPAL SUPERVISOR:

DATE: 17 / 8/ 13

SIGNATURE OF STUDENT RESEARCHER:
8 13

Cathy Young

DATE: 17/

Appendix D. Online Survey for Principals

Online Survey for Principals: Influences on the Identification of the Gifted

This survey is to explore the experiences, knowledge and attitudes you have in the identification of gifted students

PART A: GENERAL INFORMATION

School Suburb *

School Name *

Current school enrolment *from February Census

Please indicate your age range in years *

Gender *

Number of years teaching experience *

Number of years in a formally-appointed leadership position in schools *

Number of years at the current school *

Number of years directly and actively involved in the identification of gifted students *

Formal qualifications and/or training in gifted education *

☐ Postgraduate in gifted education

- ☐ Certificate in gifted education
- ☐ Mini-certificate in gifted education
- ☐ Program of in-school professional learning in gifted education
- ☐ Single inservice or professional learning session in gifted education
- ☐ No training, qualification or professional learning in gifted education
- ☐ Other:

Professional experiences with the identification of giftedness *

- ☐ Teaching or taught a gifted student
- ☐ Previous involvement in a gifted education identification program
- ☐ Leading colleagues who are identifying gifted students
- ☐ Little or no professional experience
- ☐ Other:

Personal experiences with identifying giftedness *

- ☐ A gifted family member
- ☐ A gifted friend
- ☐ Recognize self as gifted
- ☐ Little or no personal experience
- ☐ Other:

Number of students currently in the school who have been formally identified as gifted *

Part B (i) : OPINIONS ABOUT THE GIFTED AND THEIR EDUCATION

Gagné and Nadeau's Attitude Scale questionnaire; used with permission of the author - Use the scale below to give your opinion. - Click the description which best represents your opinion. - Answer as spontaneously as possible. - Please answer all questions. - Use 'undecided' as little as possible. SCALE : 1 = totally disagree 2 = partially disagree 3 = undecided 4 = partially agree 5 = totally agree

1. Our schools should offer special educational services for the gifted. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

2. The best way to meet the needs of the gifted is to put them in special classes. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

3. Children with difficulties have the most need of special educational services. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

4. Special programs for gifted children have the drawback of creating elitism. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

5. Special educational services for the gifted are a mark of privilege. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

6. When the gifted are put in special classes, the other children feel devalued. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

7. Most gifted children who skip a grade have difficulties in their social adjustment to a group of older students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree

☐ 5. totally agree

8. It is more damaging for a gifted child to waste time in class than to adapt to skipping a grade. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

9. Gifted children are often bored in school. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

10. Children who skip a grade are usually pressured to do so by their parents. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

11. The gifted waste their time in regular classes. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree

- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

12. We have a greater moral responsibility to give special help to children with difficulties than to gifted children. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

13. Gifted persons are a valuable resource for our society. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

14. The specific educational needs of the gifted are too often ignored in our schools. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

15. The gifted need special attention in order to fully develop their talents. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

16. Our schools are already adequate in meeting the needs of the gifted. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

17. I would very much like to be considered a gifted person. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

18. It is parents who have the major responsibility for helping gifted children develop their talents. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree

- ☐ 5. totally agree

19. A child who has been identified as gifted has more difficulty in making friends. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

20. Gifted children should be left in regular classes, since they serve as an intellectual stimulant for the other children. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

21. By separating students into gifted and other groups, we increase the labelling of children as strong-weak, good-less good, etc *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

22. Some teachers feel their authority threatened by gifted children. *

- ☐ 1. totally disagree

- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

23. The gifted are already favoured in our schools. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

24. In order to progress, a society must develop the talents of gifted individuals to a maximum. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

25. By offering special educational services to the gifted we prepare the future members of a dominant class *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

26. Tax-payers should not have to pay for special education for the minority of children who are gifted. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

27. Average children are the major resource of our society; so, they should be the focus of our attention. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

28. Gifted children might become vain or egotistical if they are given special attention. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

29. When skipping a grade, gifted students miss important ideas (they have "holes" in their knowledge). *

- ☐ 1. totally disagree
- ☐ 2. partially disagree

- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

30. Since we invest supplementary funds for children with difficulties, we should do the same for the gifted. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

31. Often, gifted children are rejected because people are envious of them. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

32. The regular school program stifles the intellectual curiosity of gifted children. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

33. The leaders of tomorrow's society will come mostly from the gifted of today. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

34. A greater number of gifted children should be allowed to skip a grade. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

35. In reference to the above statements 1 - 34, additional comments I would like to make

are.....



Part B (ii): Opinions About Identification of Gifted Students

1. Diocesan system schools should implement effective identification programs for the gifted *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree

☐ 5. totally agree

2. The best way to identify the needs of the gifted is to use multiple criteria and measures. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

3. It is more important to identify children with learning difficulties than it is to identify gifted students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

4. Identifying gifted students has the danger of leading to elitism. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

5. Most of the diocesan system schools don't have any gifted students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree

- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

6. Identification enables a better match of program options for gifted students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

7. Diocesan system schools adequately identify gifted students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

8. I believe I am a gifted person, but have never been identified as one. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

9. It is parents' responsibility, not schools, to ensure their gifted child is identified. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

10. By identifying the gifted, we create inequities amongst students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

11. Some teachers prefer gifted students not be identified. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

12. Gifted students don't need to be identified because they learn anyway. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree

- ☐ 5. totally agree

13. More funding and resources should be directed towards the identification of gifted students. *


- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

14. There are numerous benefits in identifying gifted students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

15. In reference to the above statements 1 - 14, additional comments I would like to make

are.....



16. I would say my knowledge about the identification of gifted students, was... *

- ☐ comprehensive / extensive
- ☐ adequate
- ☐ sometimes adequate / sometimes inadequate

- ☐ somewhat inadequate
- ☐ minimal / very limited

17. In my professional experience as a teacher I have been directly involved in the identification of a gifted student..... *

- ☐ more than 40 times
- ☐ 31-40 times
- ☐ 21-30 times
- ☐ 11-20 times
- ☐ 0-10 times

18. Overall, my attitudes about the identification of gifted students are.... *

- ☐ very positive
- ☐ positive / supportive
- ☐ ambivalent / indifferent
- ☐ negative
- ☐ very negative

Part C

Identification Practices in Your Current School

Please tick the boxes that describe the identification measures / practices your school currently provides.

At our school..... *

- ☐ Identification usually occurs at the beginning of each school year
- ☐ Identification is part of our enrolment process
- ☐ Identification occurs throughout the student's learning experiences each year
- ☐ Identification occurs at specific points in time each year

- ☐ Pre-testing is also used as a tool for identification
- ☐ Identification is an ongoing process at our school
- ☐ Identification practices and procedures are documented in our school policies and/or other school documentation
- ☐ Identification is seen as having a diagnostic purpose
- ☐ Subjective measures such as structured observations of the student are used in the identification of gifted students
- ☐ Teacher nomination is used in the identification of gifted students
- ☐ Parent nomination is used in the identification of gifted students
- ☐ Peer nomination is used in the identification of gifted students
- ☐ Self nomination is used in the identification of gifted students
- ☐ Student files of previous records and reports are used in the identification of gifted students
- ☐ Objective measures such as standardised tests of ability or achievement are used in the identification of gifted students
- ☐ Off-level, or above-level testing, is used in the identification of gifted students
- ☐ IQ tests and other forms of psychometric testing are used in the identification of gifted students
- ☐ Both objective and subjective measures of identification are used to provide evidence in the identification of gifted students
- ☐ Identification involves gathering evidence of a students' ability (potential), regardless of their current level of performance
- ☐ We employ identification procedures which are designed to find students who are not achieving at levels commensurate with their ability
- ☐ The main purpose of identification of gifted students is to help teachers know who falls within the gifted range
- ☐ The main purpose of identification of gifted students is to gather information that initiates appropriate curriculum and programs for gifted students
- ☐ Underachievement in gifted learners has been identified as a challenging issue

As Principal, I am willing to nominate this school to be considered for further research about the identification of gifted students *

Appendix E. Online Survey for Teachers

Online Survey for Teachers/Coordinators/APs: Influences on the Identification of the Gifted

This survey is to explore the experiences, knowledge and attitudes you have in the identification of gifted students

***Required**

PART A: GENERAL INFORMATION

School Suburb *

School Name *

Please indicate your age range in years *

Gender *

The position you currently hold in the school *

More than one can be selected

- ☐ Kindergarten Teacher
- ☐ Year 1 teacher
- ☐ Year 2 teacher
- ☐ Coordinator 2 or Coordinator 1
- ☐ Gifted Education Coordinator (or Gifted Education Reference Teacher)
- ☐ Religious Education Coordinator
- ☐ Assistant Principal
- ☐ Principal

Number of years teaching experience *

Number of years in a formally-appointed leadership position in schools *

Number of years at the current school *

Number of years directly and actively involved in the identification of gifted students *

Formal qualifications and/or training in gifted education *

- ☐ Postgraduate in gifted education
- ☐ Certificate in gifted education
- ☐ Mini-certificate in gifted education
- ☐ Program of in-school professional learning in gifted education
- ☐ Single inservice or professional learning session in gifted education
- ☐ No training, qualification or professional learning in gifted education
- ☐ Other:

Professional experiences with the identification of giftedness *

- ☐ Teaching or taught a gifted student
- ☐ Previous involvement in a gifted education identification program
- ☐ Leading colleagues who are identifying gifted students
- ☐ Little or no professional experience
- ☐ Other:

Personal experiences with identifying giftedness *

- ☐ A gifted family member
- ☐ A gifted friend
- ☐ Recognize self as gifted
- ☐ Little or no personal experience
- ☐ Other:

Part B: OPINIONS ABOUT THE GIFTED AND THEIR EDUCATION

Gagné and Nadeau's Attitude Scale questionnaire; used with permission of the author - Use the scale below to give your opinion. - Click the description which best represents your opinion. - Answer as spontaneously as possible. - Please answer all questions. - Use 'undecided' as little as possible.

SCALE : 1 = totally disagree 2 = partially disagree 3 = undecided 4 = partially agree 5 = totally agree

1. Our schools should offer special educational services for the gifted. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

2. The best way to meet the needs of the gifted is to put them in special classes. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

3. Children with difficulties have the most need of special educational services. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☒ 5. totally agree

4. Special programs for gifted children have the drawback of creating elitism. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree

- ☐ 5. totally agree

5. Special educational services for the gifted are a mark of privilege. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

6. When the gifted are put in special classes, the other children feel devalued. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

7. Most gifted children who skip a grade have difficulties in their social adjustment to a group of older students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

8. It is more damaging for a gifted child to waste time in class than to adapt to skipping a grade. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

9. Gifted children are often bored in school. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

10. Children who skip a grade are usually pressured to do so by their parents. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

11. The gifted waste their time in regular classes. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

12. We have a greater moral responsibility to give special help to children with difficulties than to gifted children. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

13. Gifted persons are a valuable resource for our society. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

14. The specific educational needs of the gifted are too often ignored in our schools. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

15. The gifted need special attention in order to fully develop their talents. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

16. Our schools are already adequate in meeting the needs of the gifted. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

17. I would very much like to be considered a gifted person. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree

- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

18. It is parents who have the major responsibility for helping gifted children develop their talents. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

19. A child who has been identified as gifted has more difficulty in making friends. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

20. Gifted children should be left in regular classes, since they serve as an intellectual stimulant for the other children. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

21. By separating students into gifted and other groups, we increase the labelling of children as strong-weak, good-less good, etc *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided

- ☐ 4. partially agree
- ☐ 5. totally agree

22. Some teachers feel their authority threatened by gifted children. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

23. The gifted are already favoured in our schools. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

24. In order to progress, a society must develop the talents of gifted individuals to a maximum. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

25. By offering special educational services to the gifted we prepare the future members of a dominant class *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree

- ☐ 5. totally agree

26. Tax-payers should not have to pay for special education for the minority of children who are gifted *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

27. Average children are the major resource of our society; so, they should be the focus of our attention. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

28. Gifted children might become vain or egotistical if they are given special attention. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

29. When skipping a grade, gifted students miss important ideas (they have "holes" in their knowledge). *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree

- ☐ 5. totally agree

30. Since we invest supplementary funds for children with difficulties, we should do the same for the gifted. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

31. Often, gifted children are rejected because people are envious of them. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

32. The regular school program stifles the intellectual curiosity of gifted children. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

33. The leaders of tomorrow's society will come mostly from the gifted of today. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

34. A greater number of gifted children should be allowed to skip a grade. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

35. In reference to the above statements 1 - 34, additional comments I would like to make are.....



Part B: Opinions About Identification of Gifted Students

1. Diocesan system schools should implement effective identification programs for the gifted *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

2. The best way to identify the needs of the gifted is to use multiple criteria and measures. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

3. It is more important to identify children with learning difficulties than it is to identify gifted students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

4. Identifying gifted students has the danger of leading to elitism. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

5. Most of the diocesan system schools don't have any gifted students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

6. Identification enables a better match of program options for gifted students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

7. Diocesan system schools adequately identify gifted students. *

- ☐ 1. totally disagree

- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

8. I believe I am a gifted person, but have never been identified as one. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

9. It is parents' responsibility, not schools, to ensure their gifted child is identified. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

10. By identifying the gifted, we create inequities amongst students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

11. Some teachers prefer gifted students not be identified. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided

- ☐ 4. partially agree
- ☐ 5. totally agree

12. Gifted students don't need to be identified because they learn anyway. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

13. More funding and resources should be directed towards the identification of gifted students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

14. There are numerous benefits in identifying gifted students. *

- ☐ 1. totally disagree
- ☐ 2. partially disagree
- ☐ 3. undecided
- ☐ 4. partially agree
- ☐ 5. totally agree

15. In reference to the above statements 1 - 14, additional comments I would like to make are.....

16. I would say my knowledge about the identification of gifted students, was... *

- ☐ comprehensive / extensive
- ☐ adequate
- ☐ sometimes adequate / sometimes inadequate
- ☐ somewhat inadequate
- ☐ minimal / very limited

17. In my professional experience as a teacher I have been directly involved in the identification of a gifted student..... *

- ☐ more than 40 times
- ☐ 31-40 times
- ☐ 21-30 times
- ☐ 11-20 times
- ☐ 0-10 times

18. Overall, my attitudes about the identification of gifted students are.... *

- ☐ very positive
- ☐ positive / supportive
- ☐ ambivalent / indifferent
- ☐ negative
- ☐ very negative

Identification Practices in Your Current School

Please tick the boxes that describe the identification measures / practices your school currently provides.

At our school..... *

- ☐ Identification usually occurs at the beginning of each school year
- ☐ Identification is part of our enrolment process
- ☐ Identification occurs throughout the student's learning experiences each year
- ☐ Identification occurs at specific points in time each year
- ☐ Pre-testing is also used as a tool for identification

- ☐ Identification is an ongoing process at our school
- ☐ Identification practices and procedures are documented in our school policies and/or other school documentation
- ☐ Identification is seen as having a diagnostic purpose
- ☐ Subjective measures such as structured observations of the student are used in the identification of gifted students
- ☐ Teacher nomination is used in the identification of gifted students
- ☐ Parent nomination is used in the identification of gifted students
- ☐ Peer nomination is used in the identification of gifted students
- ☐ Self nomination is used in the identification of gifted students
- ☐ Student files of previous records and reports are used in the identification of gifted students
- ☐ Objective measures such as standardised tests of ability or achievement are used in the identification of gifted students
- ☐ Off-level, or above-level testing, is used in the identification of gifted students
- ☐ IQ tests and other forms of psychometric testing are used in the identification of gifted students
- ☐ Both objective and subjective measures of identification are used to provide evidence in the identification of gifted students
- ☐ Identification involves gathering evidence of a students' ability (potential), regardless of their current level of performance
- ☐ We employ identification procedures which are designed to find students who are not achieving at levels commensurate with their ability
- ☐ The main purpose of identification of gifted students is to help teachers know who falls within the gifted range
- ☐ The main purpose of identification of gifted students is to gather information that initiates appropriate curriculum and programs for gifted students
- ☐ Underachievement in gifted learners has been identified as a challenging issue

Notice To All Principals of Systemic Primary Schools

Re: *Influences On The Identification Of The Gifted* Research Project

A Research Project is being undertaken under the supervision of Australian Catholic University (ACU). The research is investigating the influence of educators' knowledge, attitudes experiences on the identification of gifted students. This study is being undertaken by student researcher Catherine Young, within the degree of Doctor of Education at Australian Catholic University (ACU).

The first phase of the research will involve an online survey

The research has two phases. Phase One involves an online survey of key staff members from all primary schools within the [diocesan system of schools] as listed below,

Principal

Assistant Principal

a Coordinator

Gifted Education Coordinator

Kindergarten teacher

Year 1 teacher, and

Year 2 teacher

An *Information Letter to Participants* for Phase One detailing the research purpose and processes is attached to this notice. The survey would take 20-25 minutes to complete.

Phase Two will involve a case study of factors related to the identification of gifted students in six schools. This would involve an interview with key staff members, and would take between 30-60 minutes. Principals are invited, in the online survey, to indicate their interest in being considered for Phase Two as a case study school.

Consent has been obtained from [school system office], as part of the ACU ethical approval to request the email addresses of the relevant staff to be used to invite their participation in the study and, if consenting, to organise interviews.

This research is expected to be of benefit in determining factors or variables that influence the identification of gifted students in our Catholic primary schools. Opportunities will be taken to share the findings of the research with all primary schools.

This research has received the approval of the Catholic Education Office, and the Human Research Ethics Committee at Australian Catholic University.

Appendix G. Intranet Advanced Notice - Teachers

Notice To Staff of Systemic Primary Schools

Re: *Influences On The Identification Of The Gifted* Research Project

A Research Project is being undertaken under the supervision of Australian Catholic University (ACU). The research is investigating the influence of educators' knowledge, attitudes and experiences on the identification of gifted students. This study is being undertaken by student researcher Catherine Young, within the degree of Doctor of Education at Australian Catholic University (ACU).

The first phase of the research will involve an online survey.

The research has two phases. Phase One involves an online survey of key staff members from all primary schools within the [diocesan system of schools] as listed below:

Principal

Assistant Principal

a Coordinator

Gifted Education Coordinator

Kindergarten teacher

Year 1 teacher, and

Year 2 teacher

An *Information Letter to Participants* for Phase One detailing the research purpose and processes is attached to this notice. The survey would take 20-25 minutes to complete.

Phase Two will involve a case study of factors related to the identification of gifted students in six schools. This would involve an interview with key staff members, and would take between 30-60 minutes. Principals are invited, in the online survey, to indicate their interest in being considered for Phase Two as a case study school.

Consent has been obtained from [school system office] as part of the ACU ethical approval to request the email addresses of the relevant staff to be used to invite their participation in the study and, if consenting, to organise interviews.

This research is expected to be of benefit in determining factors or variables that influence the identification of gifted students in our Catholic primary schools. Opportunities will be taken to share the findings of the research with all primary schools.

This research has received the approval of the Catholic Education Office, and the Human Research Ethics Committee at Australian Catholic University.

Appendix H. Participant Information Letter – Principal – Phase 1



INFORMATION LETTER TO PARTICIPANTS - Principal

Project Title: Influences On The Identification Of The Gifted: Phase 1

Principal Investigator Dr Elizabeth Labone

Student Researcher: Catherine Young

Student's Degree: Doctor of Education

Dear Principal,

You are invited to participate in a research project that will investigate the influence of leader and teacher knowledge, experience and attitudes on the identification of gifted students in system Catholic Primary schools. This study is being undertaken by student researcher Catherine Young, within the degree of Doctor of Education at Australian Catholic University (ACU).

What is the project about?

The study seeks to understand the relationship between the knowledge, attitudes and experiences of educators and the identification of gifted students. Identification is an important step in a school's education plan for gifted student. Specifically this research explores the contribution of educators' knowledge, attitudes and to the formation of their personal and professional practice in gifted education, and the influence this has on their approaches and practices towards the identification of gifted students.

Who is being asked to be involved in the project?

With their consent, the project will directly involve you, as principal, and six members of your school staff: Assistant Principal, a Coordinator), Gifted Education Coordinator, and 3 teachers – one from each grade of Kindergarten, Year 1 and Year 2.

What will I be asked to do?

Participation in Phase One of this study will involve the completion of one online questionnaire, which is estimated to take approximately 20-25 minutes. The surveys will be de-identified by an independent research assistant, and therefore individual participant's survey responses will be confidential. As participation in the survey is voluntary, completion and submission of the survey will be taken as consent to participate.

At the end of the survey principals have the opportunity to indicate interest in their school participating in Phase Two of this study. Phase Two involves case studies of six schools in the Archdiocese. Phase Two will involve follow up interviews will take approximately 30-60 minutes and be held at your school at a time convenient to you. This interview will be audio-recorded on a digital recorder. This phase will also involve an analysis of school based documentation related to gifted education. Additionally staff involved in Phase Two will be invited to consent to re-identification of their survey data collected in Phase One. Consent has been obtained from [diocesan system of schools] as part of the ACU ethical approval to request the email addresses of the relevant staff to be used to invite their participation in the study and, if consenting, to organise interviews.

What are the benefits of the research project?

Your participation in this research will help to inform understandings about the influences on the identification of gifted students. This research is of considerable interest to those responsible for ensuring the strengths and needs of the diversity of learners are being addressed within Catholic primary schools. Of particular interest are the factors that support schools to be identifiers of gifted students.

Are there any risks associated with participating in this project?

There are no foreseeable risks or harm associated with participating in this research. However, you are asked to give 20-25 minutes of your time to complete an online survey if you decide to participate. Key findings from this research may be disseminated in academic or [school system office] publications.

Participation in this study is completely voluntary. You are not under any obligation to participate. If you agree to participate, you can withdraw from the study at any time, without adverse consequences. It is important to note, however, that if you withdraw after you submit your survey, your survey will need to be re-identified by the research assistant so as to be removed and deleted.

Confidentiality is protected as your response will be de-identified and data collected will be aggregated. Aggregated data will be used in any publication arising from this research and the names of schools or participants will not be identifiable.

Who do I contact if I have questions about the project?

Any questions regarding this project should be directed to the Principal Investigator, Dr Elizabeth Labone or the Student Researcher, Cathy Young.

Dr Elizabeth Labone
Acting Deputy Head (Research) NSW/ACT
Faculty of Education
Australian Catholic University Limited
Locked Bag 2002, Strathfield NSW 2135
Tel. +61 2 9701 4130 Fax +61 2 9701 4240 Email: elizabeth.labone@acu.edu.au

Cathy Young Email: cmyoung002@myacu.edu.au

What if I have a complaint or any concerns?

The study has been approved by the Human Research Ethics Committee at Australian Catholic University (approval number 2012 xxxx). If you have any complaints or concerns about the conduct of the project, you may write to the Chair of the Human Research Ethics Committee care of the Office of the Deputy Vice Chancellor (Research).

Chair, HREC

c/o Office of the Deputy Vice Chancellor (Research)

Australian Catholic University, Melbourne Campus

Locked Bag 4115

FITZROY, VIC, 3065

Ph: 03 9953 3150 Fax: 03 9953 3315 Email: res.ethics@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

I want to participate! How do I sign up?

If you wish to participate in this project please:

click on the survey link provided below and complete and submit the online survey; and

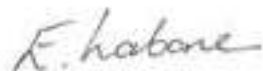
if you would consider having your school participate in a follow up case study indicate this at the end of the survey by clicking 'Yes' to the option "I am willing to nominate this school to be considered for further research about the identification of gifted students".

Click here to link to [Principal's Survey](#):

Surveys will be received up to and including **Friday 21 June 2013**.

Thank you for your time in considering this invitation to participate in this research.

Yours sincerely,



Dr Elizabeth Labone

Principal Investigator

Cathy Young

Student Researcher



INFORMATION LETTER TO PARTICIPANTS

Teachers / Coordinators / Assistant Principal -

Project Title: Influences On The Identification Of The Gifted: Phase 1

Principal Investigator: Dr Elizabeth Labone

Student Researcher: Catherine Young

Student's Degree: Doctor of Education

Dear Participant,

You are invited to participate in a research project that will investigate the influence of leader and teacher knowledge, experience and attitudes on the identification of gifted students in [diocesan system of primary schools]. This study is being undertaken by student researcher Catherine Young, within the degree of Doctor of Education at Australian Catholic University (ACU).

What is the project about?

The study seeks to understand the relationship between the knowledge, attitudes and experiences of educators and the identification of gifted students. Identification is an important step in a school's education plan for gifted student. Specifically this research explores the contribution of educators' knowledge, attitudes and to the formation of their personal and professional practice in gifted education, and the influence this has on their approaches and practices towards the identification of gifted students.

Who is being asked to be involved in the project?

With their consent, the project will directly involve seven members of your school staff: Principal, Assistant Principal, a Coordinator, Gifted Education Coordinator, and 3 teachers – one from each grade of Kindergarten, Year 1 and Year 2.

What will I be asked to do?

Participation in Phase One of this study will involve the completion of one online questionnaire, which is estimated to take approximately 20-25 minutes. The surveys will be de-identified by an independent research assistant, and therefore individual participant's survey responses will be confidential. As participation in the survey is voluntary, completion and submission of the survey will be taken as consent to participate.

Schools may wish to leave open the possibility of participating in future research (Phase Two) about the identification of gifted students. Phase Two involves case studies of six schools in the Archdiocese and will include follow up interviews which will take approximately 30-60 minutes and be held at your school at a time convenient to you. This interview will be audio-recorded on a digital recorder. This phase will also involve an analysis of school based documentation related to gifted education. Additionally staff involved in Phase Two will be invited to consent to re-identification of their survey data collected in Phase one. Principals will be given an opportunity to indicate their willingness to be a case study school at the end of the Principal's survey. Consent has been obtained from [school system office] as part of the ACU ethical approval to request the email addresses of the relevant staff to be used to invite their participation in the study and, if consenting, to organise interviews.

What are the benefits of the research project?

Your participation in this research will help to inform understandings about the influences on the identification of gifted students. This research is of considerable interest to those responsible for ensuring the strengths and needs of the diversity of learners are being addressed within Catholic primary schools. Of particular interest are the factors that support schools to be identifiers of gifted students.

Are there any risks associated with participating in this project?

There are no foreseeable risks or harm associated with participating in this research. However, you are asked to give 20-25 minutes of your time to complete an online survey if you decide to participate. Key findings from this research may be disseminated in academic or [school system office] publications.

Participation in this study is completely voluntary. You are not under any obligation to participate. If you agree to participate, you can withdraw from the study at any time, without adverse consequences. It is important to note, however, that if you withdraw after you submit your survey, your survey will need to be re-identified by the research assistant so as to be removed and deleted.

Confidentiality is protected as your response will be de-identified and data collected will be aggregated. Aggregated data will be used in any publication arising from this research and the names of schools or participants will not be identifiable.

Who do I contact if I have questions about the project?

Any questions regarding this project should be directed to the Principal Investigator, Dr Elizabeth Labone or the Student Researcher, Cathy Young.

Dr Elizabeth Labone
Acting Deputy Head (Research) NSW/ACT
Faculty of Education
Australian Catholic University Limited

Locked Bag 2002, Strathfield NSW 2135
Tel. +61 2 9701 4130 Fax +61 2 9701 4240
Email: elizabeth.labone@acu.edu.au

Cathy Young
Email: cmyoung002@myacu.edu.au

What if I have a complaint or any concerns?

The study has been approved by the Human Research Ethics Committee at Australian Catholic University (approval number 2013 48N). If you have any complaints or concerns about the conduct of the project, you may write to the Chair of the Human Research Ethics Committee care of the Office of the Deputy Vice Chancellor (Research).

Chair, HREC
c/o Office of the Deputy Vice Chancellor (Research)
Australian Catholic University
Melbourne Campus
Locked Bag 4115
FITZROY, VIC, 3065
Ph: 03 9953 3150 Fax: 03 9953 3315 Email: res.ethics@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

I want to participate! How do I sign up?

If you wish to participate in this project please:

click on the survey link provided below and complete and submit the online survey.

Click here for [link to Survey](#)

Surveys will be received up to and including **Friday 19 July 2013**.

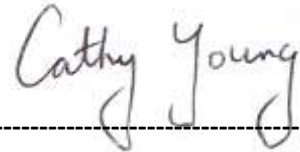
Thank you for your time in considering this invitation to participate in this research.

Yours sincerely,



Principal Investigator

Dr Elizabeth Labone



Student Researcher

Cathy Young

Appendix J. Intranet Notice to Participants – Principals – reminder

Notice To All Principals of Systemic Primary Schools

Influences On The Identification Of The Gifted Research Project

Revised deadline: 19 July, 2013 – Friday Week 1, Term 3

This research is investigating ***the influence of educators' knowledge, attitudes and experiences on the identification of gifted students***. This Research Project is being undertaken under the supervision of Australian Catholic University (ACU).

Requests for participants to respond to the online survey have been emailed. The [link to the survey is also provided here](#) for ease of access. The research has two phases. Phase One involves an online survey of key staff members from all primary schools within the [diocesan system of schools] as listed below.

Principal

Assistant Principal

a Coordinator

Gifted Education Coordinator

Kindergarten teacher

Year 1 teacher, and

Year 2 teacher.

An Information Letter to Participants for Phase One detailing the research purpose and processes is attached to this notice.

This study is being undertaken by student researcher Catherine Young, within the degree of Doctor of Education at Australian Catholic University (ACU). This research has received the approval of the Catholic Education Office, and the Human Research Ethics Committee at Australian Catholic University.

Appendix K. Intranet Notice to Participants – Teacher - reminder

Notice To All

Assistant Principals, Coordinators, Gifted Education Coordinators, Kindergarten, Year 1 and Year 2 teachers

Influences On The Identification Of The Gifted Research Project

Revised deadline: 19 July, 2013 – Friday Week 1, Term 3

This research is investigating ***the influence of educators' knowledge, attitudes and experiences on the identification of gifted students***. This Research Project is being undertaken under the supervision of Australian Catholic University (ACU).

Requests for participants to respond to the online survey have been emailed. The [link to the survey is also provided here](#) for ease of access. The research has two phases. Phase One involves an online survey of key staff members from all primary schools within the diocesan system of schools as listed below.

Principal

Assistant Principal

a Coordinator

Gifted Education Coordinator

Kindergarten teacher

Year 1 teacher, and

Year 2 teacher.

An Information Letter to Participants for Phase One detailing the research purpose and processes is attached to this notice.

This study is being undertaken by student researcher Catherine Young, within the degree of Doctor of Education at Australian Catholic University (ACU). This research has received the approval of the Catholic Education Office, and the Human Research Ethics Committee at Australian Catholic University.

Appendix L. Interview Questions – Principal

Schedule of Interview Questions – PRINCIPAL

Could you describe in as much detail as possible how you would define / describe a gifted student?

- manifestation of giftedness in cognitive, behavioural and affective domains
- teacher knowledge about characteristics of gifted students

What is the current enrolment of the school?

Suppose a new student is enrolled in your school tomorrow, and you have a hunch s/he to be highly gifted. What would you do?

- degree of confidence in identifying gifted students
- level of knowledge in the identification

3. What if a young new teacher to the staff this year came to you for advice about a student in her/his class they suspect is highly gifted. What would you advise them?

- degree of confidence in identifying gifted students
- level of knowledge in the identification

4. Some people would say that gifted students shouldn't need to be identified and be given consideration, as they learn anyway. What would you say?

- recognition of the need for an identification program
- academic benefits of identification for gifted students

5. In general, how would you describe your teachers' attitudes towards the identification of gifted students?

Prompt: Very Positive, Positive / Supportive, Ambivalent / Indifferent, Negative, Very Negative

6a. When you were a teacher, did you ever teach a student who was identified as gifted?

If yes – How did that go?

- extent of experience with gifted students

6b. **If no** – did you ever teach a student whom you thought might benefit from being identified? Can you tell me about that student?

- extent of experience with gifted students

7a. Have you ever been responsible as a Principal for implementing an identification program? If yes – can you tell me about this? **If no - go to question 8**

- key elements of an effective identification program

- the importance of identification as a school process

7b. What issues did you feel important to consider in implementing such a program?

- key elements of an effective identification program

- the importance of identification as a school process

7c. What form did the identification of gifted students take?

Prompt: what objective or standardized measures / tools were used?

what subjective or non-standardised measures / tools were used?

- key elements of an effective identification program

7d. How were those measures of identification chosen?

- methods used in the identification of gifted students and their effectiveness

8. What do you think the ideal time to begin the identification of a gifted student would be?

- the timing of identification: when and why

9. What do you think the ideal approach to the identification of gifted students would be like?"

OR (What issues did you feel important to consider in implementing such a program?)

- methods used in the identification of gifted students and their effectiveness

- key elements of an effective identification program

10. Are there any circumstances or conditions that particularly facilitate the identification of gifted students in this school?

Prompt: circumstances or conditions relating to the students, teachers, or the resourcing....

- key elements of an effective identification program
- the timing of identification
- degree of confidence in identifying gifted students
- level of knowledge in the identification

11. Are there any circumstances or conditions that particularly hinder the identification of gifted students, in this school?

- difficulties or challenges of identification
- effectiveness at identifying gifted students from minority groups
- gifted ESL students
- the impact of identification on other children not identified
- identification of gifted students with additional exceptionalities

12. What do you consider the challenges or difficulties of identification?

- difficulties or challenges of identification

13a. Have you ever done any training or inservice in the identification of gifted students?

Prompt: as part of postgraduate coursework, significant professional development

- extent of formal training or professional development in gifted education
- adequacy of their training and / or professional development for identification

13b. What did you learn from this training about the identification of gifted students?

Prompt: what were the key points?

- adequacy of their training and / or professional development for identification

13c. Do you think your training has adequately equipped you for identification of gifted students?

If yes – can you tell me more about that?

If no – what training is needed for the effective identification of gifted students

- adequacy of their training and / or professional development for identification
- the degree / extent of training needed for effective identification of gifted students

14. How many students currently in this school have been identified as gifted?

- prevalence of the practice of identification within the school
- number of identified gifted students in the school currently

15. Based on your knowledge and own experience as a Principal – would you consider the identification of gifted students an important process in schools? Can you talk further about it?

Appendix M. Interview Questions – Teachers

Schedule of Interview Questions – TEACHERS and LEADERS (not Principal)

Could you describe in as much detail as possible how you would define / describe a gifted student?

- manifestation of giftedness in cognitive, behavioural and affective domains
- teacher knowledge about characteristics of gifted students

Suppose a new student is enrolled in your school tomorrow, and you have a hunch s/he to be highly gifted. What would you do?

- degree of confidence in identifying gifted students
- level of knowledge in the identification

3. What if a young new teacher to the staff this year came to you for advice about a student in her/his class they suspect is highly gifted. What would you advise them?

- degree of confidence in identifying gifted students
- level of knowledge in the identification

4. Some people would say that gifted students shouldn't need to be identified and be given consideration, as they learn anyway. What would you say?

- recognition of the need for an identification program
- academic benefits of identification for gifted students

5. In general, how would you describe the attitudes of teachers in this school towards the identification of gifted students?

Prompt: Very Positive, Positive / Supportive, Ambivalent / Indifferent, Negative, Very Negative

*6a. As a teacher, have you ever taught a student who was identified as gifted?
yes – How did that go?*

If

- extent of experience with gifted students

6b. **If no** – did you ever teach a student whom you thought might benefit from being identified? Can you tell me about that student?

- extent of experience with gifted students

7a. Have you ever been responsible for implementing an identification program? If yes – can you tell me about this? **If no - go to question 8**

- key elements of an effective identification program

- the importance of identification as a school process

7b. What issues did you feel important to consider in implementing such a program?

- key elements of an effective identification program

- the importance of identification as a school process

7c. What form did the identification of gifted students take?

Prompt: what objective or standardized measures / tools were used?

what subjective or non-standardised measures / tools were used?

- key elements of an effective identification program

7d. How were those measures of identification chosen?

- methods used in the identification of gifted students and their effectiveness

8. What do you think the ideal time to begin the identification of a gifted student would be?

- the timing of identification: when and why

9. What do you think the ideal approach to the identification of gifted students would be like?"

OR (What issues did you feel important to consider in implementing such a program?)

- methods used in the identification of gifted students and their effectiveness

- key elements of an effective identification program

10. How have you found the approach to the identification of gifted students in this school? Probe: accessibility and variety of tools? approach of teachers? Policy issues?

- accessibility and variety of objective / standardised tools for identification
- accessibility and variety of subjective / non-standardised tools for identification
- the place of intelligence testing
- the importance of identification as a school process

11. Are there any circumstances or conditions that particularly facilitate the identification of gifted students in this school?

Prompt: circumstances or conditions relating to the students, teachers, or the resourcing....

- key elements of an effective identification program
- the timing of identification
- degree of confidence in identifying gifted students
- level of knowledge in the identification

11. Are there any circumstances or conditions that particularly hinder the identification of gifted students, in this school? Prompts as per below:

- difficulties or challenges of identification
- effectiveness at identifying gifted students from minority groups
- gifted ESL students
- the impact of identification on other children not identified
- identification of gifted students with additional exceptionalities

12. What do you consider the challenges or difficulties of identification?

- difficulties or challenges of identification

13a. Have you ever done any training or inservice in the identification of gifted students?

Prompt: as part of postgraduate coursework, significant professional development

- extent of formal training or professional development in gifted education
- adequacy of their training and / or professional development for identification

13b. What did you learn from this training about the identification of gifted students?

Prompt: what were the key points?

- adequacy of their training and / or professional development for identification

13c. Do you think your training has adequately equipped you for identification of gifted students?

If yes – can you tell me more about that?

If no – what training is needed for the effective identification of gifted students?

- adequacy of their training and / or professional development for identification

- the degree / extent of training needed for effective identification of gifted students

14. Can you tell me how many students currently in this school have been identified as gifted?

- prevalence of the practice of identification within the school

- number of identified gifted students in the school currently

15. Based on your knowledge and own experience as a teacher and/or leader – would you consider the identification of gifted students an important process in schools? Can you talk further about it



INFORMATION LETTER TO PARTICIPANTS -

**Principal, Assistant Principal, Coordinator (REC, Coordinator 2 or Coordinator 1),
Gifted Education Coordinator, Teachers (Kindergarten, Year 1 and Year 2)**

Project Title: Influences On The Identification Of The Gifted: Phase 2

Principal Investigator Dr Elizabeth Labone

Student Researcher: Catherine Young

Student's Degree: Doctor of Education

Dear Participant,

You are invited to participate in a research project that will investigate the influence of leader and teacher knowledge, experience and attitudes on the identification of gifted students in the system of primary schools. This study is being undertaken by student researcher Catherine Young, within the degree of Doctor of Education at Australian Catholic University (ACU).

What is the project about?

The study seeks to understand the relationship between the knowledge, attitudes and experiences of educators and the identification of gifted students. Identification is an important step in a school's education plan for gifted student. Specifically this research explores the contribution of educators' knowledge, attitudes and to the formation of their personal and professional practice in gifted education, and the influence this has on their approaches and practices towards the identification of gifted students.

What will I be asked to do?

Your Principal expressed an interest in the school participating in Phase Two of this research project at the time of submitting the online survey. Upon each one's consent, the project will directly involve seven members of your school staff: Principal, Assistant Principal, a Coordinator Gifted Education Coordinator, and 3 teachers – one from each grade of Kindergarten, Year 1 and Year 2. Participation in this section (Phase Two) of the research will involve you in a 30-60 minute interview, to be held at your school, at a time convenient to you. The interview will be audio-recorded.

The online survey which you previously submitted was de-identified at the time it was received. If you agree to participate in Phase Two of the research, you will also be invited to consent to re-identification of their survey data collected in Phase One. Consent has been obtained from [school system office] as part of the ACU ethical approval to request the email addresses of the relevant staff to be used to invite their participation in the study and, if consenting, to organise interviews.

What are the benefits of the research project?

Your participation in this research will help to inform understandings about the influences on the identification of gifted students. This research is of considerable interest to those responsible for ensuring the strengths and needs of the diversity of learners are being addressed within Catholic primary schools. Of particular interest are the factors that support schools to be identifiers of gifted students.

Are there any risks associated with participating in this project?

There are no foreseeable risks or harm associated with participating in this research. However, you are asked to give 20-25 minutes of your time to complete an online survey if you decide to participate. Key findings from this research may be disseminated in academic or [school system office] publications.

Participation in this study is completely voluntary. You are not under any obligation to participate. If you agree to participate, you can withdraw from the study at any time, and non-participation or withdrawal will in no way affect your ongoing employment within the school or system. While your identity will be known to the researcher and research assistant confidentiality is protected as the data collected will have all identifiers removed and will be aggregated. Only aggregated data will be used in any publication arising from this research and schools and participants will not be identified.

Who do I contact if I have questions about the project?

Any questions regarding this project should be directed to the Principal Investigator, Dr Elizabeth Labone or the Student Researcher, Cathy Young.

Dr Elizabeth Labone
Acting Deputy Head (Research) NSW/ACT
Faculty of Education
Australian Catholic University Limited
Locked Bag 2002, Strathfield NSW 2135
Tel. +61 2 9701 4130 Fax +61 2 9701 4240

Email: elizabeth.labone@acu.edu.au

Cathy Young

Email: cmyoung002@myacu.edu.au

What if I have a complaint or any concerns?

The study has been approved by the Human Research Ethics Committee at Australian Catholic University (approval number 2013 48N). If you have any complaints or concerns about the conduct of the project, you may write to the Chair of the Human Research Ethics Committee care of the Office of the Deputy Vice Chancellor (Research).

Chair, HREC

c/o Office of the Deputy Vice Chancellor (Research)

Australian Catholic University

Melbourne Campus

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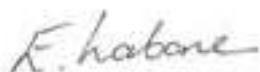
Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

I want to participate! How do I sign up?

If you wish to participate in Phase Two please complete the attached consent forms. One refers to the interview and one refers to consent for access to your survey data. You are free to consent to both, one or neither. At the time of the interview you will be asked to sign two copies of these consent forms. One copy is for you to retain for your records and the other copy is for the researcher's records. You will be contacted within the next two weeks to arrange an interview time convenient to you.

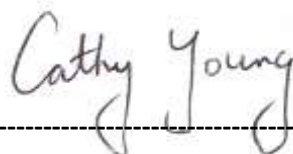
Thank you for your time in considering this invitation to participate in this research.

Yours sincerely,



Principal Investigator

Dr Elizabeth Labone



Student Researcher

Cathy Young

Appendix O. Sample of Data Coded from Interview Transcript

Step 1

Name: Identification

Coding Description: Attitudes
Knowledge
Leadership in identification
Identification practices

Start of Transcript:

Facilitator: So I'm with staff member 012d. Could you describe in as much detail as possible how you would define or describe a gifted student?

Interviewee: A student who is working a significantly higher level of ability in a particular area, like as many different areas of giftedness. So a student that has particular potential in a particular - one of those given areas - academically or artistically - there's a range of them. Sometimes, though, you have children that, although they have the potential in a particular area obviously performing or unable to meet that potential. We've had a few children at our school that are those twice exceptionable type of students.

Facilitator: 2A Suppose a new student is enrolled in your school tomorrow and you have a hunch that he or she to be highly gifted. What would you do?

Interviewee: Well, I think you'd have to gather a range of data informally and formally. So you'd have some screening done, obviously with our learning support teachers - our gifted teacher would probably interview that child. We would probably talk to the parents and we would also do a lot of observation on that child. Then looking at the data that we've got from our particular screening tests, then we would - we have learning support meetings here every term - one for K-2 and one to 3-6 and at that meeting, teachers work through systematically children and we, as a team, decide what sorts of things need to be put in place at both ends of the spectrum. So that's not just children...

Facilitator: So is it all students or is it...

Interviewee: All students. Any questions that teachers might have around a student is put out then to the team.

Facilitator: 2b What factors would contribute to the hunch?

Interviewee: Okay. So it might be in the conversations, the dialog that you have with the child. It could be ... If their vocab might be at significantly much higher level, more sophisticated. Obviously their literacy skills - children that are very young and read very well often - just looking at their work samples. Looking at it comparatively I suppose with your cohort and - if it's an writing sample for example and a child is allowed - is able to really demonstrate beyond stage level where they should be at, then that would be maybe a sign to you that you needed to perhaps give them opportunities to see what the ceiling is there for that particular child. If it's maths, they might score really high on a

PAT test that you've given for your cohort so you would just then keep re-testing and then giving them, perhaps, other, perhaps, tasks that then give you further information. I think that you can't really just go on one particular test or one particular piece of evidence; that you really do have to look at many different forms of data. As I said before, working collaboratively with the parents as well as your other professionals at the school. Then if there were not psychometric tests or things done on that child, then perhaps you would recommend that that be done.

Facilitator: 3 What if a new teacher to this staff came to you for advice - a new young teacher came for advice about a student in the class that they suspected was highly gifted, what would you be hearing from the teacher that would indicate to you that giftedness may be present?

Interviewee: It could be a range of things, really. It could be I have concerns about this child because they seem to be very bright and they might be very articulate and able to discuss things very in-depth but when it comes to getting that down, I'm very concerned because there seems to be a discrepancy there between what they can produce in terms of writing and then - so it could be that. Or it might be this child's very disengaged because often children that are really super-bright are sometimes bored out their brains. It might be that a child is saying to them, I can do this or I've done this before or it can be different in every case. Or I've got a child that is getting through the work so very quickly, I don't know what to do next with them. They could be saying a range of things. I mean it just depends...

Facilitator: 3b What would your advice be to this teacher?

Interviewee: Well, I would be saying to this teacher that we need maybe someone on - maybe we need to give you some opportunity to work one on one with this child to gather some more information...

...that we need to really build up a more in-depth profile on this child. If you are new to the school, or they're new to the school, we need to really get as much information about this child that we can as quickly as we can. I would maybe refer them to speak to other individuals on staff who have a lot of expertise, maybe show them a range of different tools that maybe they can use or implement with that particular child, that sort of thing, I suppose.

Facilitator: 4 Some people would say gifted students shouldn't need to be identified and be given consideration as they learn anyway. What would you say to that?

Interviewee: I strongly disagree with that. I think that it's every child's right to be working at their God-given potential. I think that it's a teacher's job and a responsibility to be working at that zone of proximal development - each child needs to be given the opportunity to achieve what they can achieve. So I think that's that a very narrow-minded way of looking at things.

Facilitator: 5 In general, how would you describe the attitudes of teachers in this school towards the identification of gifted students?

Interviewee: Look, I think that the teachers at this school are - there's a lot of young teachers and teachers that are the beginning stage of their career in our school that I think what they lack perhaps in expertise, they more than make up for their willingness - I don't think that we really had anybody on staff that has that attitude that you were just referring to in that previous question. I think the teachers here are very aware that... I think it's a very supportive...

Facilitator: Very supportive.

Interviewee: Yeah and I think that we've employed recently a gifted teacher who has a lot of expertise in that area and I think she - her working in the classroom - which is the model - and planning with those teachers is really helping them to really grow in this particular area. It's helping us all.

Facilitator: Is there any negative attitude?

Interviewee: I don't think negative as such but I think that perhaps in this school because of the area that we're in - the socioeconomic area we are in - we have a naturally bright clientele, group of students. I think making that distinguishing, being able to distinguish between those children that are identified as gifted and distinguishing those from the children that are bright, I think sometimes that might be a bit of an issue for some of us. So not negative...But perhaps where we need to go is looking into our processes even further for identifying students and...I think we're doing a lot but you can always learn more.

Step 2

KNOWLEDGE – TEACHERS – HIGH IDENTIFYING SCHOOLS

A gifted student can achieve - first of all they can access content perhaps at a higher level than their age cohort - their peers - they can achieve higher order thinking, a gifted student could be particularly gifted in an area. It could be academic, at one of the academic areas, it could be musical, it could be emotional, they could be very good at organisational skills; they could be gifted in many areas. (021d, p.1)

They might be very articulate, they might be able to recall things very quickly or able to expand on something... Beyond what I would expect... (021d, p.2)

It's important that the teachers understand the difference between just a hard working higher achiever and a student who's actually gifted or got abilities, particularly unrecognised ones ... (021d, p.4)

Well, not being trained in it myself and not knowing - I think like I've mentioned with the testing that the G&T teacher does, she does the testing, she tells me the results, but a challenge for me is not knowing what the tests are and not knowing what the students have had to do during that test is a challenge, because I think maybe if I was more informed about that then I would be more informed about the whole identification process and what to do about it. (021b, p.7)

It would be quality of their work, the context, their ability to, once again, show me that they're at a level that is beyond grade level. (05c, p.2)

Someone whose skills are beyond the grade or their year or their knowledge - skills and knowledge. So it's beyond their age or year. (05c, p.1)... I suppose use of language, using extended language. Being incredibly articulate, being very fast with numbers. I guess having to be extended. (05c, p.2)

A gifted student is a child who demonstrates a wide range of abilities, a wide range of skills, levels of thinking in their daily routine. Perhaps it could also be an area that is quite specific to their interest that they have a lot of information about and that is like a little red flag that makes you aware that there is something going on in their thinking and their participation in their education. (05b, p.1)

Step 3

KNOWLEDGE – PRINCIPALS – LOW IDENTIFYING SCHOOLS	
A gifted student? Above average, well distinctly above average in the domain rather than a skill, so in the creative or in the intellectual social creative domains. Yeah. (04P, p.1)	1.2
Yes, so how they respond is I gain a lot of information from that, so usually there's an excitement in their face, they light up, they would start actually talking about what their interest are, and I would probe and ask more questions about what they're talking about. What I sometimes see is then they ask me questions, so I maybe question them about something, they'll tell me some information and they probe me with questions as well. So it because more of a mature conversation, it's a whole different level of conversation for a child at their age. (04P, p.2)	2.1 This is for any student
My concern would probably be that teachers aren't aware of how to identify a gifted child, what to actually look for or how to probe to find more information about - being a high ESL school. I think our main concern is - our main issue is language, so I think a lot of teachers look for the language. Whereas our kids sometimes don't have the language to express themselves and could be identified because of that. (04P, p.6)	3.1 3.2
No I don't know whether there's a particular stage, if they're gifted they'd probably show their giftedness at an early age, I don't know if you could put it to a stage. (04P, p.7)	5.3
But the conversations I actually have with students in enrolment and the way they articulate to their parents and speak to their parents, it's - you know there's something there. (04P, p.9)	2.1
Yes I've done a certificate in gifted and talented. (04P, p.9) Yes, it was back then, we did - I did some study on how much is in textbooks and how much work is actually repeated. Yes so for teacher taught only through a textbook, how much learning would actually take place for a child, a gifted child, and what a waste of time a textbook was. So I was working on that, I did a research study on that. (04P, p.10)	5.3
[training] Yes but I'd like to review it. When you haven't been in a classroom for so long I think it all becomes a lot harder in identifying. So I think I haven't been in the classroom for seven years or so, so if a teacher came to me about a gifted student, I would actually look at that special needs committee, but I know there are quite a few members of staff who have had some training in G&T. So I could yes, I do have the knowledge but I don't make the decisions on my own. (04P, p.11)	5.4 4.2
I think professional development yeah, I think yes professional development is required, I wouldn't say a certificate is required, but I'd say that Here at school I'd look at the identification process first out of everything, I'd start here, define it. (04P, p.11)	5.4



INFORMATION LETTER to PRINCIPAL - DOCUMENTS

Project Title: Influences On The Identification Of The Gifted: Phase 2

Principal Investigator Dr Elizabeth Labone

Student Researcher: Catherine Young

Student's Degree: Doctor of Education

Dear Principal,

You are invited to participate in a research project that will investigate the influence of leader and teacher knowledge, experience and attitudes on the identification of gifted students in [system primary schools]. This study is being undertaken by student researcher Catherine Young, within the degree of Doctor of Education at Australian Catholic University (ACU).

What is the project about?

The study seeks to understand the relationship between the knowledge, attitudes and experiences of educators and the identification of gifted students. Identification is an important step in a school's education plan for gifted students. Specifically this research explores the contribution of educators' knowledge, attitudes and experiences to the formation of their personal and professional practice in gifted education, and the influence this has on their approaches and practices towards the identification of gifted students.

Are there any risks associated with participating in this project?

There are no foreseeable risks or harm associated with participating in this research. However, if you decide to participate the research will require a time commitment in gathering the documentation indicated below. Confidentiality is protected as your school's documentation will be de-identified and data collected will be aggregated. Aggregated data will be used in any publication arising from this research and the names of schools or participants will not be identifiable.

What will I be asked to do?

You will be asked to make available some documents related to Gifted Education in your school.

Some documents that could be available are:

Annual Report to the Community

Gifted Education Policy and/or Practice statement and/or Implementation Plan;

Role description for Gifted Education Coordinator;

Other documentation or references to gifted education, for example

access to the school's tracking system for gifted students;

enrolment screening processes;

documented nomination processes and forms for teachers and parents;

evidence of recent Professional Development;

record of attendance at in-service and/or external professional development on gifted education;

timetabling of the role of Gifted Education Coordinator;

release time from class for the Gifted Education Coordinator.

What are the benefits of the research project?

Your participation in this research will help to inform understandings about the influences on the identification of gifted students. This research is of considerable interest to those responsible for ensuring the strengths and needs of the diversity of learners are being addressed within Catholic primary schools. Of particular interest are the factors that support schools to be identifiers of gifted students.

Can I withdraw from the study?

Participation in this study is completely voluntary. You are not under any obligation to participate. If you agree to participate, you can withdraw from the study at any time without adverse consequences.

Will I be able to find out the results of the project?

Key findings from this research may be disseminated in academic or [school system office] publications, and therefore available to participants.

Who do I contact if I have questions about the project?

Any questions regarding this project should be directed to the Principal Investigator, Dr Elizabeth Labone or the Student Researcher, Cathy Young.

Dr Elizabeth Labone

Acting Deputy Head (Research) NSW/ACT

Faculty of Education

Australian Catholic University Limited

Locked Bag 2002, Strathfield NSW 2135

Tel. +61 2 9701 4130 Fax +61 2 9701 4240 Email: elizabeth.labone@acu.edu.au

Cathy Young

Email: cmyoun002@myacu.edu.au

What if I have a complaint or any concerns?

The study has been approved by the Human Research Ethics Committee at Australian Catholic University (approval number 2013 48N). If you have any complaints or concerns about the conduct of the project, you may write to the Chair of the Human Research Ethics Committee care of the Office of the Deputy Vice Chancellor (Research).

Chair, HREC

c/o Office of the Deputy Vice Chancellor (Research)

Australian Catholic University, Melbourne Campus

Locked Bag 4115

FITZROY, VIC, 3065

Ph: 03 9953 3150 Fax: 03 9953 3315 Email: res.ethics@acu.edu.au


Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

I want to participate! How do I sign up?

If you agree to participate in this project, please sign both copies of the Consent Form, retain one for your records and return the other copy to the Principal Investigator or Student Researcher, via the Research Assistant.

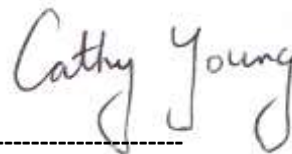
Thank you for your time in considering this invitation to participate in this research.

Yours sincerely,



Principal Investigator

Dr Elizabeth Labone



Student Researcher

Cathy Young

Appendix Q. Demographic Information: All Diocesan Respondents

Demographic Information: All diocesan respondents

	Principals		Assistant Principals		Coordinators		Gifted Ed Coordinators		Teachers K-2	
Number of participants	40		23		29		21		62	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	30	10	18	5	26	3	21	0	60	2
Age Range	Years	#	Years	#	Years	#	Years	#	Years	#
	20-29	-	20-29	-	20-29	1	20-29	2	20-29	28
	30-39	1	30-39	4	30-39	13	30-39	9	30-39	14
	40-49	11	40-49	7	40-49	7	40-49	6	40-49	10
	50-59	20	50-59	12	50-59	8	50-59	4	50-59	10
	60+	8	60+	-	60+	-	60+	-	60+	-
# years teaching	1-5	-	1-5	-	1-5	1	1-5	1	1-5	24
	6-10	1	6-10	-	6-10	9	6-10	5	6-10	10
	11-15	2	11-15	4	11-15	6	11-15	7	11-15	8
	16-20	3	16-20	3	16-20	1	16-20	2	16-20	4
	21 +	34	21 +	16	21 +	12	21 +	6	21 +	16
# years at current school	< 3	26	< 3	5	< 3	11	< 3	5	< 3	28
	3-6	10	3-6	10	3-6	5	3-6	6	3-6	19
	7-12	4	7-12	5	7-12	6	7-12	8	7-12	7
	12+	-	12+	3	12+	7	12+	2	12+	8
# years directly involved in identification of gifted students	0	4	0	6	0	11	0	4	0	44
	1	0	1	-	1	4	1	1	1	2
	2	2	2	2	2	-	2	3	2	4
	3-5	16	3-5	6	3-5	10	3-5	7	3-5	10
	6-10	10	6-10	5	6-10	2	6-10	6	6-10	-
	11+	8	11+	4	11+	2	11+	-	11+	2

Appendix R. Qualifications and/or Training in Gifted Education

	Principals	Teachers	Overall Total	% of all respondents
No training, qualification or professional learning in gifted education	3	23	26	15%
Single inservice or professional learning session in gifted education (Max 1.5 hours)	2	31	33	19%
Program of in-school professional learning in gifted education (between 2-15 hours)	11	33	44	25%
Mini-certificate in gifted education (16 hours)	15	27	42	24%
Currently undertaking - Certificate in Gifted Education	1	-	1	0.5%
Certificate in Gifted Education (75 hours)	7	16	23	13%
Postgraduate in gifted education	1	5	6	3%
Total	40	135		

Note. Figures may not total exactly to 100% due to rounding. Where more than one was selected, the highest qualification or level of training has been used in this data.

Appendix S. Gagné and Nadeau Attitude Scale: Diocesan Principal Responses

Survey Q1 - Q34	Responses from Principals n. 40				
	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
1. Our schools should offer special educational services for the gifted.	25	10	-	-	5
	87.5%		-	12.5%	
2. The best way to meet the needs of the gifted is to put them in special classes	-	14	5	11	10
	35%		12.5%	52.5%	
3. Children with difficulties have the most need of special educational services.	3	16	2	11	8
	47.5%		5%	47.5%	
4. Special programs for gifted children have the drawback of creating elitism.	2	10	1	9	18
	30%		2.5%	67.5%	
5. Special educational services for the gifted are a mark of privilege.	-	3	3	5	29
	7.5%		7.5%	85%	
6. When the gifted are put in special classes, the other children feel devalued.	-	9	6	7	18
	22.5%		15%	62.5%	
7. Most gifted children who skip a grade have difficulties in their social adjustment to a group of older students.	1	12	6	10	11
	32.5%		15%	52.5%	
8. It is more damaging for a gifted child to waste time in class than to adapt to skipping a grade.	19	11	6	3	1
	75%		15%	10%	
9. Gifted children are often bored in school.	15	17	2	5	1
	80%		5%	15%	
10. Children who skip a grade are usually pressured to do so by their parents.	3	9	5	6	17
	30%		12.5%	57.5%	
11. The gifted waste their time in regular classes.	2	12	5	15	6
	35%		12.5%	52.5%	

	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
12. We have a greater moral responsibility to give special help to children with difficulties than to gifted children.	-	5	6	7	22
	12.5%		15%	72.5%	
13. Gifted persons are a valuable resource for our society.	33	7	-	-	-
	100%		-	-	
14. The specific educational needs of the gifted are too often ignored in our schools.	10	24	3	3	-
	85%		7.5%	7.5%	
15. The gifted need special attention in order to fully develop their talents.	19	20	-	1	-
	97.5%		-	2.5%	
16. Our schools are already adequate in meeting the needs of the gifted.	1	6	2	22	9
	17.5%		5%	77.5%	
17. I would very much like to be considered a gifted person.	3	4	13	10	10
	17.5%		32.5	50%	
18. It is parents who have the major responsibility for helping gifted children develop their talents.	2	11	2	13	12
	32.5%		5%	62.5%	
19. A child who has been identified as gifted has more difficulty in making friends.	-	6	7	11	16
	15%		17.5%	67.5%	
20. Gifted children should be left in regular classes, since they serve as an intellectual stimulant for the other children.	-	13	4	13	10
	32.5%		10%	57.5%	
21. By separating students into gifted and other groups, we increase the labelling of children as strong-weak, good-less good, etc	2	8	3	10	17
	25%		7.5%	67.5%	
22. Some teachers feel their authority threatened by gifted children.	4	25	3	8	-
	72.5%		7.5%	20%	
23. The gifted are already favoured in our schools.	-	3	5	9	23
	7.5%		12.5%	80%	
24. In order to progress, a society must develop the talents of gifted individuals to a maximum.	24	13	-	2	1
	92.5%		-	7.5%	

	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
25. By offering special educational services to the gifted we prepare the future members of a dominant class	-	2	6	7	25
	5%		15%	80%	
26. Tax-payers should not have to pay for special education for the minority of children who are gifted	1	-	4	8	27
	2.5%		10%	87.5%	
27. Average children are the major resource of our society; so, they should be the focus of our attention.	-	3	2	12	23
	7.5%		5%	87.5%	
28. Gifted children might become vain or egotistical if they are given special attention.	-	3	4	8	25
	7.5%		10%	82.5%	
29. When skipping a grade, gifted students miss important ideas (they have "holes" in their knowledge).	-	2	6	8	24
	5%		15%	80%	
30. Since we invest supplementary funds for children with difficulties, we should do the same for the gifted.	25	14	-	1	-
	97.5%		-	2.5%	
31. Often, gifted children are rejected because people are envious of them.	1	11	9	9	10
	30%		22.5%	47.5%	
32. The regular school program stifles the intellectual curiosity of gifted children.	6	16	2	14	2
	55%		5%	40%	
33. The leaders of tomorrow's society will come mostly from the gifted of today.	1	12	7	14	6
	32.5%		17.5%	50%	
34. A greater number of gifted children should be allowed to skip a grade.	3	9	14	11	3
	30%		35%	35%	

Appendix T. Gagné and Nadeau Attitude Scale: Diocesan Teacher Responses

Survey Q1 - Q34	Responses from teachers n. 135				
	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
1. Our schools should offer special educational services for the gifted.	84	37	3	1	10
	90%		2%	8%	
2. The best way to meet the needs of the gifted is to put them in special classes	1	42	22	53	17
	32%		16%	52%	
3. Children with difficulties have the most need of special educational services.	16	45	10	42	22
	45%		7%	47%	
4. Special programs for gifted children have the drawback of creating elitism.	5	42	18	37	33
	35%		13%	52%	
5. Special educational services for the gifted are a mark of privilege.	4	13	13	32	73
	13%		10%	78%	
6. When the gifted are put in special classes, the other children feel devalued.	2	35	15	42	41
	27%		11%	61%	
7. Most gifted children who skip a grade have difficulties in their social adjustment to a group of older students.	11	55	25	27	17
	49%		19%	33%	
8. It is more damaging for a gifted child to waste time in class than to adapt to skipping a grade.	29	46	37	17	6
	56%		27%	17%	
9. Gifted children are often bored in school.	27	74	7	21	6
	75%		5%	20%	
10. Children who skip a grade are usually pressured to do so by their parents.	11	36	50	21	17
	35%		37%	28%	
11. The gifted waste their time in regular classes.	1	26	16	55	37
	20%		12%	68%	

	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
12. We have a greater moral responsibility to give special help to children with difficulties than to gifted children.	3	30	15	29	58
	24%		11%	64%	
13. Gifted persons are a valuable resource for our society.	99	30	4	-	2
	96%		3%	1%	
14. The specific educational needs of the gifted are too often ignored in our schools.	25	79	9	14	8
	77%		7%	16%	
15. The gifted need special attention in order to fully develop their talents.	69	56	3	5	2
	93%		2%	5%	
16. Our schools are already adequate in meeting the needs of the gifted.	1	27	16	68	23
	21%		12%	67%	
17. I would very much like to be considered a gifted person.	3	22	45	19	46
	11%		33%	48%	
18. It is parents who have the major responsibility for helping gifted children develop their talents.	3	33	20	55	24
	27%		15%	59%	
19. A child who has been identified as gifted has more difficulty in making friends.	1	41	22	40	31
	31%		16%	53%	
20. Gifted children should be left in regular classes, since they serve as an intellectual stimulant for the other children.	5	49	15	42	24
	40%		11%	49%	
21. By separating students into gifted and other groups, we increase the labelling of children as strong-weak, good-less good, etc	10	57	19	30	19
	50%		14%	36%	
22. Some teachers feel their authority threatened by gifted children.	13	54	11	24	33
	50%		8%	42%	
23. The gifted are already favoured in our schools.	-	7	15	48	65
	5%		11%	84%	
24. In order to progress, a society must develop the talents of gifted individuals to a maximum.	47	55	20	9	4
	76%		15%	10%	

	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
25. By offering special educational services to the gifted we prepare the future members of a dominant class	2	16	28	37	52
	13%		21%	66%	
26. Tax-payers should not have to pay for special education for the minority of children who are gifted	1	7	33	25	69
	6%		24%	70%	
27. Average children are the major resource of our society; so, they should be the focus of our attention.	5	19	22	39	50
	18%		16%	66%	
28. Gifted children might become vain or egotistical if they are given special attention.	-	24	15	37	59
	18%		11%	71%	
29. When skipping a grade, gifted students miss important ideas (they have "holes" in their knowledge).	3	43	23	29	37
	34%		17%	49%	
30. Since we invest supplementary funds for children with difficulties, we should do the same for the gifted.	71	52	8	3	1
	91%		6%	3%	
31. Often, gifted children are rejected because people are envious of them.	2	45	26	40	22
	35%		19%	46%	
32. The regular school program stifles the intellectual curiosity of gifted children.	6	58	23	38	10
	47%		17%	36%	
33. The leaders of tomorrow's society will come mostly from the gifted of today.	6	28	26	48	27
	25%		19%	56%	
34. A greater number of gifted children should be allowed to skip a grade.	9	28	43	34	21
	27%		32%	41%	

Appendix U. Gagné and Nadeau Attitude Scale: Principal Responses – Needs and Support

Dimension - <i>Needs and Support</i>	Responses from <i>Principals</i> n. 40				
	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
1. Our schools should offer special educational services for the gifted.	25	10	-	-	5
	87.5%		-	12.5%	
9. Gifted children are often bored in school.	15	17	2	5	1
	80%		5%	15%	
11. The gifted waste their time in regular classes.	2	12	5	15	6
	35%		12.5%	52.5%	
14. The specific educational needs of the gifted are too often ignored in our schools.	10	24	3	3	-
	85%		7.5%	7.5%	
15. The gifted need special attention in order to fully develop their talents.	19	20	-	1	-
	97.5%		-	2.5%	
24. In order to progress, a society must develop the talents of gifted individuals to a maximum.	24	13	-	2	1
	92.5%		-	7.5%	
30. Since we invest supplementary funds for children with difficulties, we should do the same for the gifted.	25	14	-	1	-
	97.5%		-	2.5%	
32. The regular school program stifles the intellectual curiosity of gifted children.	6	16	2	14	2
	55%		5%	40%	

Appendix V. Gagné and Nadeau Attitude Scale: Teacher Responses – Needs and Support

Dimension - <i>Needs and Support</i>	Responses from <i>Teachers</i> n.135				
	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
1. Our schools should offer special educational services for the gifted.	84	37	3	1	10
	90%		2%	8%	
9. Gifted children are often bored in school.	27	74	7	21	6
	75%		5%	20%	
11. The gifted waste their time in regular classes.	1	26	16	55	37
	20%		12%	68%	
14. The specific educational needs of the gifted are too often ignored in our schools.	25	79	9	14	8
	77%		7%	16%	
15. The gifted need special attention in order to fully develop their talents.	69	56	3	5	2
	93%		2%	5%	
24. In order to progress, a society must develop the talents of gifted individuals to a maximum.	47	55	20	9	4
	76%		15%	10%	
30. Since we invest supplementary funds for children with difficulties, we should do the same for the gifted.	71	52	8	3	1
	91%		6%	3%	
32. The regular school program stifles the intellectual curiosity of gifted children.	6	58	23	38	10
	47%		17%	36%	

Appendix W. Gagné and Nadeau Attitude Scale: Principal Responses – Resistance to Objections

Dimension – <i>Resistance to Objections</i>	Responses from <i>Principals</i> n. 40				
	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
3. Children with difficulties have the most need of special educational services.	3	16	2	11	8
	47.5%		5%	47.5%	
4. Special programs for gifted children have the drawback of creating elitism.	2	10	1	9	18
	30%		2.5%	67.5%	
5. Special educational services for the gifted are a mark of privilege.	-	3	3	5	29
	7.5%		7.5%	85%	
12. We have a greater moral responsibility to give special help to children with difficulties than to gifted children.	-	5	6	7	22
	12.5%		15%	72.5%	
16. Our schools are already adequate in meeting the needs of the gifted.	1	6	2	22	9
	17.5%		5%	77.5%	
18. It is parents who have the major responsibility for helping gifted children develop their talents.	2	11	2	13	12
	32.5%		5%	62.5%	
23. The gifted are already favoured in our schools.	-	3	5	9	23
	7.5%		12.5%	80%	
26. Tax-payers should not have to pay for special education for the minority of children who are gifted	1	-	4	8	27
	2.5%		10%	87.5%	
27. Average children are the major resource of our society; so, they should be the focus of our attention.	-	3	2	12	23
	7.5%		5%	87.5%	
28. Gifted children might become vain or egotistical if they are given special attention.	-	3	4	8	25
	7.5%		10%	82.5%	

Appendix X. Gagné and Nadeau Attitude: Teacher Responses – Resistance to Objections

Dimension - <i>Resistance to Objections</i>	Responses from <i>Teachers</i> n. 135				
	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
3. Children with difficulties have the most need of special educational services.	16	45	10	42	22
	45%		7%	47%	
4. Special programs for gifted children have the drawback of creating elitism.	5	42	18	37	33
	35%		13%	52%	
5. Special educational services for the gifted are a mark of privilege.	4	13	13	32	73
	13%		10%	78%	
12. We have a greater moral responsibility to give special help to children with difficulties than to gifted children.	3	30	15	29	58
	24%		11%	64%	
16. Our schools are already adequate in meeting the needs of the gifted.	1	27	16	68	23
	21%		12%	67%	
18. It is parents who have the major responsibility for helping gifted children develop their talents.	3	33	20	55	24
	27%		15%	59%	
23. The gifted are already favoured in our schools.	-	7	15	48	65
	5%		11%	84%	
26. Tax-payers should not have to pay for special education for the minority of children who are gifted	1	7	33	25	69
	6%		24%	70%	
27. Average children are the major resource of our society; so, they should be the focus of our attention.	5	19	22	39	50
	18%		16%	66%	
28. Gifted children might become vain or egotistical if they are given special attention.	-	24	15	37	59
	18%		11%	71%	

Appendix Y. Gagné and Nadeau Attitude Scale: Principal and Teacher Responses – Social Value

Dimension - <i>Social Value</i>	Responses from <i>Principals</i> n. 40				
	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
13. Gifted persons are a valuable resource for our society.	33	7	-	-	-
	100%		-	-	
17. I would very much like to be considered a gifted person.	3	4	13	10	10
	17.5%		32.5	50%	
25. By offering special educational services to the gifted we prepare the future members of a dominant class	-	2	6	7	25
	5%		15%	80%	
33. The leaders of tomorrow's society will come mostly from the gifted of today.	1	12	7	14	6
	32.5%		17.5%	50%	

Dimension - <i>Social Value</i>	Responses from <i>Teachers</i> n. 135				
	Totally agree	Partially agree	Undecided	Partially disagree	Totally disagree
13. Gifted persons are a valuable resource for our society.	99	30	4	-	2
	96%		3%	1%	
17. I would very much like to be considered a gifted person.	3	22	45	19	46
	11%		33%	48%	
25. By offering special educational services to the gifted we prepare the future members of a dominant class	2	16	28	37	52
	13%		21%	66%	
33. The leaders of tomorrow's society will come mostly from the gifted of today.	6	28	26	48	27
	25%		19%	56%	

Appendix Z. Comparative Presentation of the Data - Attitudes of Principals and Teachers towards the Identification of Gifted Students

Items 1-14	Totally agree		Partially agree		Undecided		Partially disagree		Totally disagree	
	P	T	P	T	P	T	P	T	P	T
1. Diocesan schools should implement effective identification programs for the gifted	32	84	6	37	-	3	-	1	2	10
	80%	62%	15%	28%	-	2%	-	1%	5%	7%
2. The best way to identify the needs of the gifted is to use multiple criteria and measures.	33	99	3	30	2	4	-	1	2	1
	82.5%	73%	7.5%	22%	5%	3%	-	1%	5%	1%
3. It is more important to identify children with learning difficulties than it is to identify gifted students.	2	2	6	21	4	11	10	39	19	62
	5%	1%	15%	16%	10%	8%	25%	29%	47.5%	46%
4. Identifying gifted students has the danger of leading to elitism.	-	2	3	10	1	18	10	39	26	66
	-	1%	7.5%	7%	2.5%	13%	25%	29%	65%	49%
5. Most of the diocesan schools don't have any gifted students.	-	-	-	2	-	11	3	13	37	109
	-	-	-	1%	-	8%	7.5%	10%	92.5%	81%
6. Identification enables a better match of program options for gifted students.	31	99	5	30	1	2	3	1	-	3
	77.5%	73%	12.5%	22%	2.5%	1%	7.5%	1%	-	2%

Items 1-14	Totally agree		Partially agree		Undecided		Partially disagree		Totally disagree	
	P	T	P	T	P	T	P	T	P	T
7. Diocesan schools adequately identify gifted students.	-	4	14	47	5	34	16	37	5	13
	-	3%	35%	35%	12.5%	25%	40%	27%	12.5%	10%
8. I believe I am a gifted person, but have never been identified as one.	-	-	3	9	8	21	8	24	21	81
	-	-	7.5%	7%	20%	16%	20%	18%	52.5%	60%
9. It is parents' responsibility, not schools, to ensure their gifted child is identified.	-	1	5	8	-	6	15	62	20	58
	-	1%	12.5%	6%	-	4%	37.5%	46%	50%	43%
10. By identifying the gifted, we create inequities amongst students.	-	2	1	8	1	5	5	38	33	82
	-	1%	2.5%	6%	2.5%	4%	12.5%	28%	82.5%	61%
11. Some teachers prefer gifted students not be identified.	-	10	23	36	2	28	10	20	5	41
	-	7%	57.5%	27%	5%	21%	25%	15%	12.5%	30%
12. Gifted students don't need to be identified because they learn anyway.	-	-	1	2	-	1	5	28	34	104
	-	-	2.5%	1%	-	1%	12.5%	21%	85%	77%
13. More funding and resources should be directed towards the identification of gifted students.	28	64	9	47	1	13	1	7	1	4
	70%	47%	22.5%	35%	2.5%	10%	2.5%	5%	2.5%	3%

Appendix AA. Identification Approaches and Practices in Schools

Code	Approach / Practice	Principals Frequency n. 40	% of total responden ts	Teachers Freque ncy n. 135	% of total respon ds
Timing (the ‘When’)					
ID1	Identification usually occurs at the beginning of each school year	11	27.5%	52	39%
ID2	Identification is part of our enrolment process	23	57.5%	35	26%
ID3	Identification occurs throughout the student’s learning experiences each year	34	85%	111	82%
ID4	Identification occurs at specific points in time each year	10	25%	19	14%
ID6	Identification is an ongoing process at our school	34	85%	108	80%
Measures (the ‘What’)					
ID5	Pre-testing is also used as a tool for identification	27	67.5%	86	64%
ID7	Identification practices and procedures are documented in our school policies and/or other school documentation	25	62.5%	92	68%
ID9	Subjective measures such as structured observations of the student are used in the identification of gifted students	24	60%	49	36%
ID10	Teacher nomination is used in the identification of gifted students	37	92.5%	123	91%
ID11	Parent nomination is used in the identification of gifted students	30	75%	86	64%
ID12	Peer nomination is used in the identification of gifted students	4	10%	13	10%
ID13	Self nomination is used in the identification of gifted students	6	15%	10	7%
ID14	Student files of previous records and reports are used	32	80%	89	66%

Code	Approach / Practice	Principals Frequency n. 40	% of total responden ts	Teachers Frequenc y n. 135	% of total responden ts
	in the identification of gifted students				
ID15	Objective measures such as standardised tests of ability or achievement are used in the identification of gifted students	35	87.5%	107	79%
ID16	Off-level, or above-level testing, is used in the identification of gifted students	27	67.5%	60	44%
ID17	IQ tests and other forms of psychometric testing are used in the identification of gifted students	33	82.5%	98	72%
ID18	Both objective and subjective measures of identification are used to provide evidence in the identification of gifted students	31	77.5%	81	60%

Purpose (the 'Why')

ID8	Identification is seen as having a diagnostic purpose	24	60%	57	42%
ID19	Identification involves gathering evidence of a students' ability (potential), regardless of their current level of performance	24	60%	67	50%
ID20	We employ identification procedures which are designed to find students who are not achieving at levels commensurate with their ability	17	42.5%	38	28%
ID21	The main purpose of identification of gifted students is to help teachers know who falls within the gifted range	3	7.5%	20	15%
ID22	The main purpose of identification of gifted students is to gather information that initiates appropriate curriculum and programs for gifted students	35	87.5%	112	83%

Code	Approach / Practice	Principals Frequency n. 40	% of total responden ts	Teachers Frequenc y n. 135	% of total responden ts
ID23	Underachievement in gifted learners has been identified as a challenging issue	30	75%	77	57%

Appendix BB. Principal Self-assessment of Knowledge Adequacy - Diocesan

School Code	Self-perception of adequacy levels of knowledge about identification	% of identified gifted
8	comprehensive / extensive	n/a
27	comprehensive / extensive	7
31	comprehensive / extensive	13
41	comprehensive / extensive	3
5	adequate	15
13	adequate	7
3	adequate	7
10	adequate	5
37	adequate	5
1	adequate	5
39	adequate	5
36	adequate	4
32	adequate	3
34	adequate	2
9	adequate	2
7	adequate	2
15	adequate	1.5
22	adequate	1
38	adequate	1
24	adequate	0.5
33	adequate	0.4
26	adequate	0.3
20	adequate	0
4	adequate	0
28	adequate	n/a
21	sometimes adequate / sometimes inadequate	17
16	sometimes adequate / sometimes inadequate	23
12	sometimes adequate / sometimes inadequate	20
18	sometimes adequate / sometimes inadequate	6

11	sometimes adequate / sometimes inadequate	5
30	sometimes adequate / sometimes inadequate	5
40	sometimes adequate / sometimes inadequate	5
25	sometimes adequate / sometimes inadequate	4
6	sometimes adequate / sometimes inadequate	3
19	sometimes adequate / sometimes inadequate	3
14	sometimes adequate / sometimes inadequate	3
2	sometimes adequate / sometimes inadequate	2.7
29	sometimes adequate / sometimes inadequate	0.5
35	sometimes adequate / sometimes inadequate	0.3
17	sometimes adequate / sometimes inadequate	0

Appendix CC. Comparative Data: Principals' Qualifications, Attitudes and Prevalence of Identified Gifted

Current school enrolment	Formal qualifications and/or training in gifted education	Attitude Description based on Gagné & Nadeau Scale	Number of students formally identified as gifted	% of enrolment identified gifted
198	Postgraduate in gifted ed	positive	10	5
254	Certificate in gifted ed	positive	0	0
167	Certificate in gifted ed	very positive	25	15
323	Certificate in gifted ed	very positive	n/a	n/a
193	Certificate in gifted ed	positive	33	17
416	Certificate in gifted ed	positive	28	7
182	Certificate in gifted ed	very positive	1	0.5
210	Certificate in gifted ed	positive	5	2
215	Mini-certificate in gifted ed	positive	5	2
203	Mini-certificate in gifted ed	ambivalent	40	20
184	Mini-certificate in gifted ed	positive	6	3
258	Mini-certificate in gifted ed	positive	0	0
365	Mini-certificate in gifted ed	positive	5	1
721	Mini-certificate in gifted ed	ambivalent	2	0.3
360	Mini-certificate in gifted ed	positive	1	0.3
201	Mini-certificate in gifted ed	positive	10	5
180	Mini-certificate in gifted ed	ambivalent	12	7
823	Mini-certificate in gifted ed	positive	20	2
440	Mini-certificate in gifted ed	ambivalent	21	5
198	Mini-certificate in gifted ed	positive	1	0.5
511	Mini-certificate in gifted ed	positive	14	3
503	Mini-certificate in gifted ed	very positive	25	5
657	Mini-certificate in gifted ed	positive	n/a	n/a

130	No training, qualification or PL	positive	0	0
760	No training, qualification or PL	ambivalent	40	5
370	No training, qualification or PL	ambivalent	4	1
311	presently studying	positive	15	5
154	Program of in-school PL	positive	5	3
332	Program of in-school PL	ambivalent	5	1.5
415	Program of in-school PL	ambivalent	15	4
228	Program of in-school PL	positive	30	13
160	Program of in-school PL	ambivalent	7	4
581	Program of in-school PL	positive	30	5
425	Program of in-school PL	positive	30	7
504	Program of in-school PL	positive	14	2.7
175	Program of in-school PL	ambivalent	40	23
300	Program of in-school PL	positive	17	6
299	Program of in-school PL	positive	9	3
403	Single inservice	ambivalent	14	3
235	Single inservice	ambivalent	1	0.4

Appendix DD. Emerging Questions EQ5 – EQ14 (Phase 1 findings)

- EQ5 What are the knowledge characteristics of principals and teachers who are effective in supporting the identification of giftedness in students?
- EQ6 Do conceptions of giftedness held by teachers and principals in schools with high prevalence of identified giftedness differ to those in schools with low prevalence of identified giftedness?
- EQ7 Are teacher and principal attitudes towards the gifted, and the flow-on effect on identification, different in schools successful and not successful in high giftedness recognition?
- EQ8 What are the reasons for ambivalent / negative attitudes of teachers and principals towards the gifted and their education, yet positive attitudes towards the identification of the gifted?
- EQ9 What are the reasons identification is such an unfamiliar phenomenon for these teachers?
- EQ10 Is there a link between teacher attitudes, training, and experiences in identification and rates of identification of giftedness?
- EQ11 What are the links, if any, between the schools' approach to identification and range of practices in use, and effective identification?
- EQ12 Where identification is effectively occurring, who takes responsibility for identification in the school, and what are some processes that make it successful?
- EQ13 What underpins and supports *early* identification in schools?
- EQ14 What tools and measures are being utilised by schools effective in identification, and what differentiates these from assessments used by those schools that were less successful in identification?

Appendix EE. Contextual and Demographic Features: Six Sites within the Case Study

	05	012	021	04	015	026
Enrolment	169	202	193	254	332	721
Prevalence of gifted students	15%	20%	17%	0%	3%	0.3%
ICSEA	Above average	Well above average	Slightly above average	Well below average	Above average	Slightly above average
LBOTE	70%	20%	88%	94%	63%	93%
Attendance rates - average	96%	96%	96%	97%	95%	95%
# teaching staff	7 f/t 10 p/t	7 f/t 12 p/t	7 f/t 9 p/t	18 f/t 5 p/t	11 f/t 12 p/t	36 f/t 9 p/t
Policy in gifted education	Policy - 2011	Policy - 2007	Policy - 2010	Policy – revised 2013	Policy – revised 2012	Policy – revised 2013
Person responsible for gifted education	Principal (05P)	Gifted Education Coordinat or (012a)	Gifted Education Coordinat or (021d)	Coordinator (04a)	Assistant Principal (015b)	Diverse Learning Coordinator (026c)

Appendix FF. Self-assessment of Knowledge Adequacy - Principals and Teachers – Case Study

Self-rated Knowledge about Identification					
	comprehensive/ extensive	adequate	sometimes adequate/ sometimes inadequate	somewhat inadequate	Minimal / very limited
Schools successful in identification n.18					
05 n.6		* Principal	2 teachers	2 teachers	1 teacher
012 n.7	* GE Coordinator	1 teacher	Principal 1 teacher	3 teachers	
021 n.5		* GE Coordinator	Principal 3 teachers		
Schools least successful in identification n.33					
04 n.9		Principal * Coordinator 1 teacher	2 teachers	4 teachers	
015 n.9	* AP	Principal 6 teachers	1 teacher		
026 n.15	1 Coordinator	Principal 1 teacher	6 teachers	4 teachers * Diverse Learning Coordinator	1 teacher

Note. * denotes the person leading gifted education in the school.

Appendix GG. Sample of Data Coded for School Identification Practices (using NVivo 11)

Name: Identification Practices
 Coding Description: Experience an identification
 Sites: **Non-Successful Schools**

[<Internals\\School 015 - LOW\\Copy of 015a CY>](#) - § 1 reference coded [0.06% Coverage]

Reference 1 - 0.06% Coverage

Interviewee: No.

[<Internals\\School 015 - LOW\\Copy of 015b CY>](#) - § 1 reference coded [1.13% Coverage]

Reference 1 - 1.13% Coverage

Interviewee: Yes. In - I've done it in two schools where the identification process thing, there were some in place but they were loose. So they needed tightening up. They needed to be accurate identification, not just hunches because some schools - I've been in some schools where the schools rely on just a Raven's as an identifier. That just isn't good enough. So making sure, putting it in policy so it becomes a standard practice. So yes, I've done that twice, in two schools now.

[<Internals\\School 015 - LOW\\Copy of 015c CY>](#) - § 1 reference coded [1.45% Coverage]

Reference 1 - 1.45% Coverage

Interviewee: I've never been the Gifted and Talented Co-ordinator but I've had an interest in gifted and talented. I have worked with the former AP who was here in setting up a new identification program to what we previously had and I have done some testing.

[<Internals\\School 015 - LOW\\Copy of 015d CY>](#) - § 1 reference coded [0.43% Coverage]

Reference 1 - 0.43% Coverage

Interviewee: No, not for myself, no. I've heard [unclear] myself actually implementing it, no.

[<Internals\\School 015 - LOW\\Copy of 015e CY>](#) - § 1 reference coded [1.08% Coverage]

Reference 1 - 1.08% Coverage

Interviewee: Yes, I have. I've actually worked with colleagues this term, our AP has, obviously, moved on so I've had to step in. There was one there that I've just had to revise for this term - semester so it was quite a valuable thing that I was able to do this term.

[<Internals\\School 015 - LOW\\Copy of 015f CY>](#) - § 1 reference coded [0.11% Coverage]

Reference 1 - 0.11% Coverage

Interviewee: No.

[<Internals\\School 015 - LOW\\Copy of 015g CY>](#) - § 2 references coded [0.81% Coverage]

Reference 1 - 0.31% Coverage

Interviewee: Not - probably not a formalised program.

Reference 2 - 0.50% Coverage

Facilitator: Well, it's about an identification program.

Interviewee: Yeah, no, no.

[<Internals\\School 015 - LOW\\Copy of 015h CY>](#) - § 1 reference coded [1.80% Coverage]

Reference 1 - 1.80% Coverage

Interviewee: Yeah I've implemented strategies in my classroom last year in order to cater for this child but I haven't done anything like a pulse score. I just pretty much was like a normal teacher, like you cater for your special needs and you cater for your gifted and talented, and you implement activities to suit these children that's where I'm at.

[<Internals\\School 015 - LOW\\Copy of 015p CY>](#) - § 1 reference coded [1.36% Coverage]

Reference 1 - 1.36% Coverage

Interviewee: Okay, yeah. So the way we do it now is as I have explained, that we have identification process that involves teachers, parents, formalised testing, and then an IEP for the students who come out in the percentile ranges that we've identified as being gifted.

[<Internals\\School 026 - LOW\\Copy of 026a toCY>](#) - § 1 reference coded [2.67% Coverage]

Reference 1 - 2.67% Coverage

Interviewee: While as Coordinator people refer students through me. I then refer them onto G and T specialist staff. I don't do the testing but I facilitate the movement of students put forward through the processes.

[<Internals\\School 026 - LOW\\Copy of 026b No Q5sorry>](#) - § 1 reference coded [1.25% Coverage]

Reference 1 - 1.25% Coverage

Interviewee: I filled in for the person who was running the Enrichment Program for a month or so, but I didn't do much of the identification at all. I just took the groups that she had already set up and implemented. But I did see what she would do to assess the children and the different things like that.

Facilitator: Familiarity with the tools?

Interviewee: It was a while ago, but yeah.

[<Internals\\School 026 - LOW\\Copy of 026c>](#) - § 1 reference coded [4.47% Coverage]

Reference 1 - 4.47% Coverage

Interviewee: Yes. When I went - came into the role I looked at the G&T policy and looked at what we currently do to identify children and how do we put in the processes. But finding that it was a very hit and miss situation. What we have done last year, and what we're looking at this year, is I actually have another teacher who's going on some G&T professional development focussed around how to identify G&T students. We're working on a project at the moment as to how we can do that better and I think we've got a few ideas.

Yes, we will rely on some teachers identifying students who are performing above the age of the other children in the class, but then we also do at school some assessments that are done across the school so we call things like PAT maths and some reading comprehension assessments. Now, these assessments are academic assessments that we've bought, so they are standardised assessments. We can actually have a look at those assessments and for the whole school we can actually look at those results and start to identify who potentially is working above their age level.

That's something we've never done before. We're looking at how we can use those results, from a whole school to identify potentially gifted students because we do those academic assessments twice a year and we can look at the growth of children. We can look at who's outperforming children in their class and then we can look at how they're performing in class and what we could do to support their needs. We're starting to be more of a holistic approach, as well as the teachers identifying children in their class, but that's something that we're developing this year and hopefully next year we will look at how we can implement that.

[<Internals\\School 026 - LOW\\Copy of 026d CY>](#) - § 1 reference coded [0.27% Coverage]

Reference 1 - 0.27% Coverage

Interviewee: Have I ever been in charge - no I haven't.

[<Internals\\School 026 - LOW\\Copy of 026e toCY>](#) - § 1 reference coded [0.07% Coverage]

Reference 1 - 0.07% Coverage

Interviewee: No.

[<Internals\\School 026 - LOW\\Copy of 026f>](#) - § 1 reference coded [0.41% Coverage]

Reference 1 - 0.41% Coverage

Interviewee: No, not as yet. I'm doing a little bit about gifted education through the CEO, Leading Gifted Education...

[<Internals\\School 026 - LOW\\Copy of 026g>](#) - § 1 reference coded [0.08% Coverage]

Reference 1 - 0.08% Coverage

Interviewee: No.

[<Internals\\School 026 - LOW\\Copy of 026h>](#) - § 1 reference coded [0.11% Coverage]

Reference 1 - 0.11% Coverage

Interviewee: No.

[<Internals\\School 026 - LOW\\Copy of 026i>](#) - § 1 reference coded [0.15% Coverage]

Reference 1 - 0.15% Coverage

Interviewee: No, I haven't.

[<Internals\\School 026 - LOW\\Copy of 026j>](#) - § 1 reference coded [0.19% Coverage]

Reference 1 - 0.19% Coverage

Interviewee: No, I haven't.

[<Internals\\School 026 - LOW\\Copy of 026k toCY>](#) - § 1 reference coded [0.70% Coverage]

Reference 1 - 0.70% Coverage

Interviewee: Yeah S - oh like it's a - well it's not hyphenated, just two words, yeah. Well I guess because I've helped to identify her...

[<Internals\\School 026 - LOW\\Copy of 026L toCY>](#) - § 1 reference coded [1.34% Coverage]

Reference 1 - 1.34% Coverage

Interviewee: Only as an executive member. I didn't have - I mentored the G and T teacher. So they - I myself didn't have training in Raven's or [Coolibah] but they did. So when they went into year three, that's where we targeted mainly, they brought back the data to me and then we put in school structures.

[<Internals\\School 026 - LOW\\Copy of 026m toCY>](#) - § 1 reference coded [1.18% Coverage]

Reference 1 - 1.18% Coverage

Interviewee: Not me being responsible, no. I have differentiated in my classroom if that's what that means. I haven't actually implemented a program for the whole school.

[<Internals\\School 026 - LOW\\Copy of 026n toCY>](#) - § 1 reference coded [0.23% Coverage]

Reference 1 - 0.23% Coverage

Interviewee: No I have not.

[<Internals\\School 026 - LOW\\Copy of 026p toCY>](#) - § 1 reference coded [0.34% Coverage]

Reference 1 - 0.34% Coverage

Interviewee: I'm in the process of doing it now but never before this, no.

[<Internals\\School 04 - LOW\\Copy of 004b CY>](#) - § 1 reference coded [0.73% Coverage]

Reference 1 - 0.73% Coverage

Interviewee: An identification program? No, I have not - haven't been a part of...

[<Internals\\School 04 - LOW\\Copy of 004c CY>](#) - § 1 reference coded [0.22% Coverage]

Reference 1 - 0.22% Coverage

Interviewee: No, I haven't.

[<Internals\\School 04 - LOW\\Copy of 004d2people CY>](#) - § 1 reference coded [2.81% Coverage]

Reference 1 - 2.81% Coverage

Yeah, it was a long time ago. Must have been 20 years ago, when there was a push for it. As I said, it comes around regularly. We had to identify - there was a checklist.

Facilitator: That's the list you referred to earlier? Or is that...

Female 1: It was one of those...

Facilitator: ...is that another one?

Female 1: ...sorts of things. There was - from what I - from memory, there was the two columns, the bright child and the gifted child. Then we had - there was a little question thing at the back, and you had to see if anyone fitted into that model.

Facilitator: In terms of a formal identification that you've worked on in a class or a school, so that would be on that...

Female 1: It was at this school, yeah. But as I said, it - we do it for a couple of years. Or someone's interested in it and then that person might move on and the project falls apart.

[<Internals\\School 04 - LOW\\Copy of 004e CY>](#) - § 1 reference coded [3.03% Coverage]

Reference 1 - 3.03% Coverage

I haven't been responsible for it, but I have been part of carrying it out. We have an enrichment program that, at the beginning of each year, there's an identification pack that's given out to each teacher. It just gives you signs and things to look for, and all of that. Then once - if you identify a child that meets any of that criteria, you can go to the person, who runs the G&TE and enrichment. Just have that - and have that discussion. So it's just been - I've really just been part of carrying it out.

[<Internals\\School 04 - LOW\\Copy of 004f CY>](#) - § 1 reference coded [0.13% Coverage]

Reference 1 - 0.13% Coverage

Interviewee: No.

[<Internals\\School 04 - LOW\\Copy of 004g>](#) - § 1 reference coded [0.12% Coverage]

Reference 1 - 0.12% Coverage

Interviewee: No.

Appendix HH. Gagné and Nadeau Attitude Scale: Schools Successful in Identification

Code	Position currently held in the school	Mean on attitude scale	Descriptor	Diocesan Means	Diocesan Descriptor
05b	Kindergarten teacher	3.27	positive	3.02	Ambivalent
05a	Year 1 teacher	3.15	ambivalent		
05c	Year 2 teacher	3.09	ambivalent		
05d	Religious Education Coordinator	3.44	positive	3.18	Ambivalent
05e	Assistant Principal	3.12	ambivalent	3.36	Positive
05P	Principal	4.24	very positive	3.44	Positive
12c	Kindergarten Teacher	3.00	ambivalent	3.02	Ambivalent
12f	Year 1 teacher	3.03	ambivalent		
12b	Year 2 teacher	2.76	ambivalent		
12a	Gifted Education Coordinator	3.82	positive	3.18	Ambivalent
12e	Religious Education Coordinator	2.29	negative		
12d	Assistant Principal	3.53	positive	3.36	Positive
12P	Principal	3.06	ambivalent	3.44	Positive
21b	Year 2 teacher	2.62	negative	3.02	Ambivalent
21d	Gifted Education Coordinator	3.29	positive	3.18	Ambivalent
21c	Religious Education Coordinator	3.09	ambivalent		
21a	Assistant Principal, Year 1 teacher	3.18	ambivalent	3.36	Positive
21P	Principal	3.41	positive	3.44	Positive

Appendix II. Gagné and Nadeau Attitude Scale: Schools Not Successful in Identification

Code	Position currently held in the school	Mean on attitude scale	Descriptor	Diocesan Means	Diocesan Descriptor
4e	Kindergarten Teacher	3.91	positive	3.02	Ambivalent
4b	Kindergarten Teacher	2.74	negative		
4c	Year 2 teacher	2.74	negative		
4f	Year 2 teacher	2.56	negative		
4a	Coordinator / Key Reference Person & Stage 2 teacher	2.85	ambivalent	3.18	Ambivalent
4h	Coordinator	2.82	ambivalent		
4d	Religious Education Coordinator & Year 1 teacher	2.71	negative		
4g	Assistant Principal	3.88	positive	3.36	Positive
4P	Principal	3.50	positive	3.44	Positive
15g	Kindergarten teacher	3.29	positive	3.02	Ambivalent
15h	Kindergarten teacher	3.29	positive		
15d	Year 1 teacher	2.29	negative		
15a	Year 2 teacher	3.59	positive		
15c	Teacher Librarian	2.94	ambivalent	n/a	n/a
15e	Coordinator	2.94	ambivalent	3.18	Ambivalent
15f	Coordinator	2.35	negative		
15b	AP, Gifted Education Coordinator , Year 2 teacher	3.44	positive	3.36	Positive
15P	Principal	2.94	ambivalent	3.44	Positive
26b	Kindergarten teacher	2.91	ambivalent	3.02	Ambivalent
26n	Kindergarten teacher	2.94	ambivalent		
26m	Kindergarten teacher	2.97	ambivalent		
26i	Year 1 teacher	2.50	negative		
26g	Year 1 teacher	2.35	negative		
26e	Year 1 teacher	2.76	ambivalent		

26h	Year 1 teacher	2.76	ambivalent	<hr/>	
26f	Year 2 teacher	3.35	positive		
26j	Year 2 teacher	2.94	ambivalent		
26k	Year 2 teacher	2.88	ambivalent		
26c	Diverse Learning Coordinator & Year 2 teacher	3.38	positive		
26d	Coordinator & Kindergarten teacher	2.88	ambivalent	3.18	Ambivalent
26a	Coordinator	3.50	positive		
26l	Assistant Principal	3.06	ambivalent	3.36	Positive
26P	Principal	3.03	ambivalent	3.44	Positive

Appendix JJ. Successful Identifying Schools' Means: Responses to Identification of Gifted Students

Items 1-14		School 05		School 012		School 021	
		Principal n.1	Teachers n.5	Principal n.1	Teachers n.6	Principal n.1	Teachers n.4
Knowledge / Experience							
2.	The best way to identify the needs of the gifted is to use multiple criteria and measures.	5.00	4.80	5.00	4.50	5.00	4.75
5.	Most of the diocesan schools don't have any gifted students.	5.00	5.00	5.00	4.66	5.00	4.75
6.	Identification enables a better match of program options for gifted students.	5.00	5.00	5.00	4.66	5.00	4.00
7.	Diocesan schools adequately identify gifted students.	4.00	2.80	3.00	2.83	3.00	3.25
12.	Gifted students don't need to be identified because they learn anyway.	5.00	5.00	5.00	4.83	5.00	5.00
14.	There are numerous benefits in identifying gifted students.	5.00	5.00	5.00	5.00	5.00	5.00

Items 1-14	School 05		School 012		School 021	
	Principal n.1	Teachers n.5	Principal n.1	Teachers n.6	Principal n.1	Teachers n.4
Attitudes						
1. Diocesan schools should implement effective identification programs for the gifted	5.00	5.00	5.00	3.83	5.00	5.00
3. It is more important to identify children with learning difficulties than it is to identify gifted students.	5.00	4.60	5.00	4.00	4.00	3.75
4. Identifying gifted students has the danger of leading to elitism.	5.00	4.20	5.00	4.00	4.00	4.50
8. I believe I am a gifted person, but have never been identified as one.	2.00	1.40	1.00	1.50	1.00	1.50
9. It is parents' responsibility, not schools, to ensure their gifted child is identified.	5.00	4.40	5.00	4.16	4.00	4.75
10. By identifying the gifted, we create inequities amongst students.	5.00	3.40	5.00	5.00	5.00	4.75
11. Some teachers prefer gifted students not be identified.	4.00	2.20	1.00	2.00	2.00	3.50
13. More funding and resources should be directed towards the identification of gifted students.	5.00	4.40	5.00	4.33	5.00	4.75

Scores were inverted for answers to items 3, 4, 5, 7, 9, 10 and 12 which load negatively on the factor; to be interpreted on the continuum from a global positive attitude (high mean) to a global negative attitude (low mean).

Appendix KK. Non-Successful Identifying Schools' Means: Responses to Identification of Gifted Students

Items 1 - 14	School 04		School 015		School 026	
	Principal n.1	Teachers n.8	Principal n.1	Teachers n.8	Principal n.1	Teachers n.14
Knowledge / Experience						
2. The best way to identify the needs of the gifted is to use multiple criteria and measures.	5.00	4.38	1.00	5.00	5.00	4.36
5. Most of the diocesan schools don't have any gifted students.	5.00	3.38	4.00	5.00	5.00	4.50
6. Identification enables a better match of program options for gifted students.	5.00	4.25	4.00	4.75	5.00	4.57
7. Diocesan schools adequately identify gifted students.	4.00	3.75	2.00	2.38	4.00	3.36
12. Gifted students don't need to be identified because they learn anyway.	5.00	4.38	4.00	4.88	5.00	4.71
14. There are numerous benefits in identifying gifted students.	5.00	3.88	1.00	4.75	5.00	4.43

Items 1 - 14	School 04		School 015		School 026	
	Principal n.1	Teachers n.8	Principal n.1	Teachers n.8	Principal n.1	Teachers n.14
Attitudes						
1. Diocesan schools should implement effective identification programs for the gifted	5.00	4.13	1.00	4.75	4.00	4.57
3. It is more important to identify children with learning difficulties than it is to identify gifted students.	5.00	3.63	3.00	4.50	4.00	3.86
4. Identifying gifted students has the danger of leading to elitism.	5.00	3.88	4.00	4.00	4.00	4.00
8. I believe I am a gifted person, but have never been identified as one.	1.00	1.38	2.00	1.25	1.00	1.36
9. It is parents' responsibility, not schools, to ensure their gifted child is identified.	5.00	3.38	2.00	4.50	4.00	4.14
10. By identifying the gifted, we create inequities amongst students.	5.00	3.50	4.00	4.63	5.00	4.21
11. Some teachers prefer gifted students not be identified.	4.00	3.13	2.00	2.25	1.00	2.79

Items 1 - 14	School 04		School 015		School 026	
	Principal n.1	Teachers n.8	Principal n.1	Teachers n.8	Principal n.1	Teachers n.14
13. More funding and resources should be directed towards the identification of gifted students.	5.00	3.50	4.00	4.63	4.00	4.14

Scores were inverted for answers to items 3, 4, 5, 7, 9, 10 and 12 which load negatively on the factor; to be interpreted on the continuum from a global positive attitude (high mean) to a global negative attitude (low mean)

Appendix LL. Attitudes Towards the Gifted and their Education, and Identification:
Case study schools successful in identification

Code	Position currently held in the school	Descriptor – attitude towards the gifted and their education	Attitudes (self-rated) about Identification
05b	Kindergarten teacher	positive	very positive
05a	Year 1 teacher	ambivalent	positive / supportive
05c	Year 2 teacher	ambivalent	positive / supportive
05d	Religious Education Coordinator	positive	positive / supportive
05e	Assistant Principal	ambivalent	very positive
05P	Principal	very positive	very positive
12c	Kindergarten Teacher	ambivalent	very positive
12f	Year 1 teacher	ambivalent	very positive
12b	Year 2 teacher	ambivalent	positive / supportive
12a	Gifted Education Coordinator	positive	very positive
12e	Religious Education Coordinator	negative	very positive
12d	Assistant Principal	positive	positive / supportive
12P	Principal	ambivalent	positive / supportive
21b	Year 2 teacher	negative	positive / supportive
21d	Gifted Education Coordinator	positive	very positive
21c	Religious Education Coordinator	ambivalent	positive / supportive
21a	Assistant Principal, Year 1 teacher	ambivalent	positive / supportive
21P	Principal	positive	positive / supportive

Appendix MM. Attitudes Towards the Gifted and their Education, and Identification:
Case study schools less successful in identification

Code	Position currently held in the school	Descriptor – attitude towards the gifted and their education	Attitudes (self-rated) about Identification
4e	Kindergarten Teacher	positive	very positive
4b	Kindergarten Teacher	negative	positive / supportive
4c	Year 2 teacher	negative	negative
4f	Year 2 teacher	negative	positive / supportive
4a	Coordinator / Key Reference Person & Stage 2 teacher	ambivalent	positive / supportive
4h	Coordinator	ambivalent	very positive
4d	Religious Education Coordinator & Year 1 teacher	negative	positive / supportive
4g	Assistant Principal	positive	positive / supportive
4P	Principal	positive	positive / supportive
15g	Kindergarten teacher	positive	positive / supportive
15h	Kindergarten teacher	positive	positive / supportive
15d	Year 1 teacher	negative	positive / supportive
15a	Year 2 teacher	positive	very positive
15c	Teacher Librarian	ambivalent	positive / supportive
15e	Coordinator	ambivalent	very positive
15f	Coordinator	negative	positive / supportive
15b	AP, Gifted Education Coordinator , Year 2 teacher	positive	very positive
15P	Principal	ambivalent	very positive
26b	Kindergarten teacher	ambivalent	positive / supportive
26n	Kindergarten teacher	ambivalent	positive / supportive
26m	Kindergarten teacher	ambivalent	very positive
26i	Year 1 teacher	negative	ambivalent / indifferent
26g	Year 1 teacher	negative	positive / supportive

Code	Position currently held in the school	Descriptor – attitude towards the gifted and their education	Attitudes (self-rated) about Identification
26e	Year 1 teacher	ambivalent	ambivalent / indifferent
26h	Year 1 teacher	ambivalent	very positive
26f	Year 2 teacher	positive	very positive
26j	Year 2 teacher	ambivalent	very positive
26k	Year 2 teacher	ambivalent	positive / supportive
26c	Diverse Learning Coordinator & Year 2 teacher	positive	negative
26d	Coordinator & Kindergarten teacher	ambivalent	positive / supportive
26a	Coordinator	positive	very positive
26l	Assistant Principal	ambivalent	positive / supportive
26P	Principal	ambivalent	positive / supportive

Appendix NN. Case Study teachers: Qualifications, Attitudes, Experiences and Prevalence

Schools successful in identification

School Code	Formal qualifications and/or training in gifted education	Attitude Description - Gagné & Nadeau Scale	Years directly involved in identification	Personal experiences with identifying giftedness	% of identified gifted in school
5e	Mini-cert in gifted ed	ambivalent	11+	family member	15
5b	Program of in-school PL	positive	0	family member, friend	15
5d	Program of in-school PL	positive	3-5yrs	Little or none	15
5a	Single inservice	ambivalent	0	Little or none	15
5c	No training	ambivalent	0	Little or none	15
12a	Certificate in gifted ed	positive	6-10yrs	Little or none	20
12d	Mini-cert in gifted ed	positive	3-5yrs	friend	20
12c	Program of in-school PL	ambivalent	0	Little or none	20
12e	Single inservice	negative	3-5yrs	Little or none	20
12b	No training	ambivalent	3-5yrs	Little or none	20
12f	No training	ambivalent	0	Little or none	20
21d	Program of in-school PL	positive	1	family member	17
21c	Single inservice	ambivalent	0	family member	17
21a	Single inservice	ambivalent	0	Little or none	17
21b	No training	negative	0	Little or none	17

Schools least successful in identification

School Code	Formal qualifications and/or training in gifted education	Attitude Description - Gagné & Nadeau Scale	Years directly involved in identification	Personal experiences with identifying giftedness	% of identified gifted in school
4a	Mini-cert in gifted ed	ambivalent	1	family member	0
4g	Mini-cert in gifted ed	positive	6-10yrs	Little or none	0
4d	Program of in-school PL	negative	6-10yrs	family member, friend	0
4f	Single inservice	negative	0	family member	0
4e	Single inservice	positive	3-5yrs	family member, friend	0
4h	Single inservice	ambivalent	1	family member, friend	0
4b	No training	negative	0	family member	0
4c	No training	negative	0	family member	0
15c	Certificate in gifted ed	ambivalent	3-5yrs	Little or none	1.5
15e	Mini-cert in gifted ed	ambivalent	3-5yrs	family member	1.5
15h	Program of in-school PL	positive	3-5yrs	family member, friend	1.5
15a	Program of in-school PL	positive	11+	Little or none	1.5
15d	Program of in-school PL	negative	0	Little or none	1.5
15f	Program of in-school PL	negative	0	Little or none	1.5
15g	Program of in-school PL	positive	2	friend	1.5
15b	Program of in-school PL	positive	6-10yrs	family member, friend, recognize self as gifted	1.5
26b	Mini-cert in gifted ed	ambivalent	0	family member	0.3
26l	Program of in-school PL	ambivalent	0	family member, friend	0.3
26f	Single inservice	positive	0	family member	0.3
26d	Single inservice	ambivalent	0	family member, friend	0.3

Schools least successful in identification

School Code	Formal qualifications and/or training in gifted education	Attitude Description - Gagné & Nadeau Scale	Years directly involved in identification	Personal experiences with identifying giftedness	% of identified gifted in school
26a	Single inservice	positive	3-5yrs	Little or none	0.3
26c	Single inservice	positive	2	Little or none	0.3
26g	Single inservice	negative	0	Little or none	0.3
26i	Single inservice	negative	0	Little or none	0.3
26j	No training	ambivalent	0	family member	0.3
26m	No training	ambivalent	0	family member	0.3
26e	No training	ambivalent	0	Little or none	0.3
26h	No training	ambivalent	0	Little or none	0.3
26k	No training	ambivalent	0	Little or none	0.3
26n	No training	ambivalent	0	Little or none	0.3

Appendix OO. Sample of Data Coded for Defining Giftedness (using Nvivo) – Schools Least Successful in Identification

Name: Defining Giftedness

Coding Description: Potential, Ability

Interviewees: **Non-successful Schools: 30**

Frequency: Potential 36
Ability 42

Average use of terms potential/ability by interviewee: 2.6 times

Non-successful Schools

[<Internals\\Attitudes\\Attitudes – Commitment and responsibility - LOW>](#) - § 6 references coded [0.14% Coverage]

Reference 1 - 0.02% Coverage

think there's a lot of **potential** that we're actually wasting out

Reference 2 - 0.02% Coverage

helping that child meet their **potential**. I think there is a

Reference 3 - 0.02% Coverage

to see how far their **potential** can go. (026c, p.16)

Reference 4 - 0.02% Coverage

helping them to achieve their **potential**. (026k, p.4)

Reference 5 - 0.02% Coverage

they are reaching their full **potential** they should be able to

Reference 6 - 0.02% Coverage

can help them reach their **potential**. I think that's the part

[<Internals\\Attitudes\\Attitudes – Need for Identification - LOW>](#) - § 9 references coded [0.60% Coverage]

Reference 1 - 0.07% Coverage

child is not reaching their **potential**, then we're doing them a

Reference 2 - 0.07% Coverage

a disservice. It's about reaching **potential**. (026b, p.4)

Reference 3 - 0.07% Coverage

not going to reach their **potential**, ... so unless we provide them

Reference 4 - 0.07% Coverage

with ways of reaching their **potential**, then it's either sink or

Reference 5 - 0.07% Coverage

goes back to the educational **potential** of students, and us - our

Reference 6 - 0.07% Coverage

but he won't reach the **potential** that he's able to reach

Reference 7 - 0.07% Coverage

who go undiagnosed have the **potential** to not achieve their potential

Reference 8 - 0.07% Coverage

potential to not achieve their **potential** which is the whole point

Reference 9 - 0.07% Coverage

help each child reach their **potential**. So we owe that to

[<Internals\\Attitudes\\Attitudes – Teacher beliefs - LOW>](#) - § 2 references coded [0.27% Coverage]

Reference 1 - 0.14% Coverage

them to achieve their fullest **potential**. They need as much respect

Reference 2 - 0.14% Coverage

them to reach their fullest **potential**. So we have to identify

[<Internals\\ID Practices\\ID Practices – Timing of Identification - LOW>](#) - § 2 references coded [0.11% Coverage]

Reference 1 - 0.05% Coverage

I could see would have **potential**. If we had the process

Reference 2 - 0.05% Coverage

when the teacher sees the **potential**, and then - so they might

[<Internals\\ID Practices\\ID Practices Current schoiol ID practices - LOW>](#) - § 4 references coded
[0.05% Coverage]

Reference 1 - 0.01% Coverage

us that these children are **potential** G&T, ones that aren't

Reference 2 - 0.01% Coverage

he was going and his **potential** and what have you. I

Reference 3 - 0.01% Coverage

unclear] identification, is there educational **potential** that we're not seeing? (015P

Reference 4 - 0.01% Coverage

can see a bit more **potential** there, then from that point

[<Internals\\Knowledge\\Knowledge - Adequacy of training and or PL -LOW>](#) - § 3 references coded
[0.10% Coverage]

Reference 1 - 0.03% Coverage

that, and they have the **potential** to do other things. You

Reference 2 - 0.03% Coverage

or they're not reaching their **potential**, they get lost, and I

Reference 3 - 0.03% Coverage

help them to reach their **potential**, because if they don't then

[<Internals\\Knowledge\\Knowledge - Manifestations of giftedness - LOW>](#) - § 1 reference coded
[0.04% Coverage]

Reference 1 - 0.04% Coverage

can see that they have **potential** to do a lot better

[<Internals\\Knowledge\\Knowledge Defining giftedness - LOW>](#) - § 6 references coded [0.36%
Coverage]

Reference 1 - 0.06% Coverage

*would be someone who has **potential** in an area or more*

Reference 2 - 0.06% Coverage

*what I said before a **potential**. I guess they just stand*

Reference 3 - 0.06% Coverage

*a particular area or shows **potential** to excel in a particular*

Reference 4 - 0.06% Coverage

*a student who has the **potential** to excel in a particular*

Reference 5 - 0.06% Coverage

*they're not reaching their full **potential** in class unless the teacher*

Reference 6 - 0.06% Coverage

*is someone who shows greater **potential** than what you expect at*

[<Internals\\Knowledge\\Knowledge of key elements of ID program -LOW>](#) - § 1 reference coded [0.30% Coverage]

Reference 1 - 0.30% Coverage

sometimes they don't show that **potential** because maybe they're not challenged

Non-successful Schools – ability

[<Internals\\Attitudes\\Attitudes – Commitment and responsibility - LOW>](#) - § 5 references coded [0.09% Coverage]

Reference 1 - 0.02% Coverage

to the best of their **ability**, their knowledge, to cater for

Reference 2 - 0.02% Coverage

rise up to that same **ability** so I think most teachers

Reference 3 - 0.02% Coverage

at this stage but their **ability** to do so is nowhere

Reference 4 - 0.02% Coverage

near as good as their **ability** to identify students with learning

Reference 5 - 0.02% Coverage

are a bit lower in **ability** levels and of course we

[<Internals\\Knowledge\\Knowledge - Manifestations of giftedness - LOW>](#) - § 6 references coded [0.19% Coverage]

Reference 1 - 0.03% Coverage

other children perhaps sometimes. An **ability** to think laterally. (015a, p

Reference 2 - 0.03% Coverage

The **ability** to find key points. (015a

Reference 3 - 0.03% Coverage

Their understanding of concepts, the **ability** to complete work at a

Reference 4 - 0.03% Coverage

a lot greater and their **ability** is a lot greater than

Reference 5 - 0.03% Coverage

a hunch, as would their **ability** to comprehend any reading level

Reference 6 - 0.03% Coverage

knowing whether or not their **ability** is just good, just a

[<Internals\\Knowledge\\Knowledge Defining giftedness - LOW>](#) - § 4 references coded [0.19% Coverage]

Reference 1 - 0.05% Coverage

*as developed as their cognitive **ability** might suggest. So they might*

Reference 2 - 0.05% Coverage

*a strength or a high **ability** in a specific area, I'd*

Reference 3 - 0.05% Coverage

*One obviously their **ability** in academic in certain areas*

Reference 4 - 0.05% Coverage

*to show extension in their **ability** beyond their year level.*

[<Internals\\LOW - Teachers\\Copy of 004a CY>](#) - § 2 references coded [0.07% Coverage]

Reference 1 - 0.03% Coverage

in a student before. His **ability** to hold conversations with adults

Reference 2 - 0.03% Coverage

whether they have a special **ability** in leadership or sport or

[<Internals\\LOW - Teachers\\Copy of 004d CY>](#) - § 3 references coded [0.07% Coverage]

Reference 1 - 0.02% Coverage

got some sort of innate **ability** that's outside the normal range

Reference 2 - 0.02% Coverage

or E in their general **ability**. I'm like, well that kid

Reference 3 - 0.02% Coverage

just got a good general **ability**. But this student is actually

[<Internals\\LOW - Teachers\\Copy of 004e CY>](#) - § 1 reference coded [0.04% Coverage]

Reference 1 - 0.04% Coverage

in their behaviour or their **ability** to get along with the

[<Internals\\LOW - Teachers\\Copy of 015e CY>](#) - § 5 references coded [0.14% Coverage]

Reference 1 - 0.03% Coverage

Their understanding of concepts, they **ability** to complete work at a

Reference 2 - 0.03% Coverage

tasks to, obviously, suit his **ability** specifically mathematics. That was his

Reference 3 - 0.03% Coverage

is gifted - so achiever versus **ability**. I think, for me that

Reference 4 - 0.03% Coverage

they don't have that gifted **ability**. I've seen it within my

Reference 5 - 0.03% Coverage

just doesn't have that gifted **ability** so to speak. For me

[<Internals\\LOW - Teachers\\Copy of 026d CY>](#) - § 3 references coded [0.10% Coverage]

Reference 1 - 0.03% Coverage

a strength or a high **ability** in a specific area, I'd

Reference 2 - 0.03% Coverage

Different things. One obviously their **ability** in academic in certain areas

Reference 3 - 0.03% Coverage

to show extension in their **ability** beyond their year level. Yeah

[<Internals\\LOW - Teachers\\Copy of 026e toCY>](#) - § 4 references coded [0.13% Coverage]

Reference 1 - 0.03% Coverage

are a bit lower in **ability** levels and of course we

Reference 2 - 0.03% Coverage

testing done because of her **ability** in reading and ability in

Reference 3 - 0.03% Coverage

her ability in reading and **ability** in writing.

Reference 4 - 0.03% Coverage

her reading, this is her **ability** to write,

[<Internals\\LOW - Teachers\\Copy of 026i>](#) - § 4 references coded [0.15% Coverage]

Reference 1 - 0.04% Coverage

a hunch, as would their **ability** to comprehend any reading level

Reference 2 - 0.04% Coverage

with other children of similar **ability**. If she's not - obviously they

Reference 3 - 0.04% Coverage

her in terms of her **ability** to problem solve, or her

Reference 4 - 0.04% Coverage

to problem solve, or her **ability** in her giftedness. It's more

[<Internals\\LOW - Teachers\\Copy of 026j>](#) - § 3 references coded [0.15% Coverage]

Reference 1 - 0.05% Coverage

rise up to that same **ability** so I think most teachers

Reference 2 - 0.05% Coverage

a 12 months' difference between **ability** honestly. The students, you could

Reference 3 - 0.05% Coverage

knowing whether or not their **ability** is just good,

Appendix PP. Sample of Data Coded for Defining Giftedness (using NVivo) – Schools Successful in Identification

Name: Defining Giftedness

Coding Description: Potential, Ability

Interviewees: **Successful Schools: 18**

Frequency: Potential 59

Ability 44

Average use of terms potential/ability by interviewee: 5.7 times

Successful Schools - potential

[<Internals\\Attitudes\\Attitude - Need for identification- HIGH>](#) - § 8 references coded [0.79% Coverage]

Reference 1 - 0.10% Coverage

that child to realise their **potential**. So, that would be really

Reference 2 - 0.10% Coverage

for them to reach their **potential**, to strive towards excellence, to

Reference 3 - 0.10% Coverage

challenged and working to their **potential**. So you can't have a

Reference 4 - 0.10% Coverage

they're not working to their **potential**. (012b, p.3)

Reference 5 - 0.10% Coverage

not working to their full **potential**.

Reference 6 - 0.10% Coverage

There's so much **potential** for them and so many

Reference 7 - 0.10% Coverage

learn what they - to their **potential**. (012c, p.4)

Reference 8 - 0.10% Coverage

showing their full capabilities and **potential**, (021b, p.3)

[<Internals\\Attitudes\\Attitudes - Teacher beliefs - HIGH>](#) - § 5 references coded [1.23% Coverage]

Reference 1 - 0.25% Coverage

not working to their full **potential**. It's an important part of

Reference 2 - 0.25% Coverage

haven't got anywhere near their **potential**. A lot of those kids

Reference 3 - 0.25% Coverage

are they reaching their full **potential** and it's differentiating the curriculum

Reference 4 - 0.25% Coverage

every child reaches their full **potential**, whether they're a student with

Reference 5 - 0.25% Coverage

working at their God-given **potential**. I think that it's a

[<Internals\\Driver\\Driver – Designated driver for identification - HIGH>](#) - § 2 references coded [0.24% Coverage]

Reference 1 - 0.12% Coverage

the children can meet their **potential**. ... So it was a priority

Reference 2 - 0.12% Coverage

and you now, reach their **potential**. (021d, p.10)

[<Internals\\HIGH - Principal\\Copy of 005p.CY>](#) - § 9 references coded [0.22% Coverage]

Reference 1 - 0.02% Coverage

is a child with a **potential** to achieve above the ordinary

Reference 2 - 0.02% Coverage

per cent in terms of **potential**. The problem with those kids

Reference 3 - 0.02% Coverage

that they don't achieve their **potential**. I mean you wouldn't need

Reference 4 - 0.02% Coverage

identifying those kids with that **potential** and then trying to do

Reference 5 - 0.02% Coverage

top 10 per cent with **potential** and the; you know the

Reference 6 - 0.02% Coverage

the talent is when that **potential** is achieved; but it's those

Reference 7 - 0.02% Coverage

but it's those kids with **potential**.

Reference 8 - 0.02% Coverage

know the biggest gap between **potential** and achievement is for the

Reference 9 - 0.02% Coverage

haven't got anywhere near their **potential**. A lot of those kids

[<Internals\\HIGH - Principal\\Copy of 012p>](#) - § 3 references coded [0.11% Coverage]

Reference 1 - 0.04% Coverage

and not tapped into their **potential** at all. So a gifted

Reference 2 - 0.04% Coverage

the children can meet their **potential**. Does that answer the question

Reference 3 - 0.04% Coverage

I'm not saying capabilities - but **potential**.

[<Internals\\HIGH - Principal\\Copy of 021p CY>](#) - § 3 references coded [0.20% Coverage]

Reference 1 - 0.07% Coverage

are they reaching their full **potential** and it's differentiating the curriculum

Reference 2 - 0.07% Coverage

that the student reaches their **potential**.

Reference 3 - 0.07% Coverage

every child reaches their full **potential**, whether they're a student with

[<Internals\\HIGH - Teachers\\Copy of 005b CY>](#) - § 4 references coded [0.22% Coverage]

Reference 1 - 0.05% Coverage

the child to reach their **potential**. If you don't know that

Reference 2 - 0.05% Coverage

that child to realise their **potential**. So, that would be really

Reference 3 - 0.05% Coverage

for them to reach their **potential**, to strive towards excellence, to

Reference 4 - 0.05% Coverage

can and to reach their **potential**.

[<Internals\\HIGH - Teachers\\Copy of 005d CY>](#) - § 1 reference coded [0.04% Coverage]

Reference 1 - 0.04% Coverage

grow and reach their full **potential**. I think that they do

[<Internals\\HIGH - Teachers\\Copy of 012a>](#) - § 2 references coded [0.07% Coverage]

Reference 1 - 0.03% Coverage

performing at their level of **potential**. So yeah they're a really

Reference 2 - 0.03% Coverage

think is their level of **potential** then what's the need to

[<Internals\\HIGH - Teachers\\Copy of 012b>](#) - § 4 references coded [0.24% Coverage]

Reference 1 - 0.06% Coverage

challenged and working to their **potential**. So you can't have a

Reference 2 - 0.06% Coverage

they're not working to their **potential**.

Reference 3 - 0.06% Coverage

that aren't working towards their **potential**.

Reference 4 - 0.06% Coverage

not working to their full **potential**. It's an important part of

[<Internals\\HIGH - Teachers\\Copy of 012c>](#) - § 2 references coded [0.09% Coverage]

Reference 1 - 0.05% Coverage

not going to reach the **potential** that they could reach in

Reference 2 - 0.05% Coverage

learn what they - to their **potential**.

[<Internals\\HIGH - Teachers\\Copy of 012d>](#) - § 4 references coded [0.19% Coverage]

Reference 1 - 0.05% Coverage

a student that has particular **potential** in a particular - one of

Reference 2 - 0.05% Coverage

that, although they have the **potential** in a particular area obviously

Reference 3 - 0.05% Coverage

or unable to meet that **potential**. We've had a few children

Reference 4 - 0.05% Coverage

working at their God-given **potential**. I think that it's a

[<Internals\\HIGH - Teachers\\Copy of 021a CY>](#) - § 2 references coded [0.14% Coverage]

Reference 1 - 0.07% Coverage

and not reaching their true **potential**. A gifted student could be

Reference 2 - 0.07% Coverage

that's not reaching their true **potential**, could be a gifted and

[<Internals\\HIGH - Teachers\\Copy of 021b toCY>](#) - § 3 references coded [0.18% Coverage]

Reference 1 - 0.06% Coverage

showing their full capabilities and **potential**, possibly because they're bored or

Reference 2 - 0.06% Coverage

because that will show their **potential** without having the language barrier

Reference 3 - 0.06% Coverage

I said. There's so much **potential** for them and so many

[<Internals\\HIGH - Teachers\\Copy of 021d CY>](#) - § 1 reference coded [0.04% Coverage]

Reference 1 - 0.04% Coverage

and you now, reach their **potential**.

[<Internals\\Knowledge\\Knowledge - defining giftedness>](#) - § 3 references coded [0.49% Coverage]

Reference 1 - 0.16% Coverage

*not going to reach the **potential** that they could reach in*

Reference 2 - 0.16% Coverage

*a student that has particular **potential** in a particular - one of*

Reference 3 - 0.16% Coverage

*and not reaching their **true potential**. A gifted student could be*

[<Internals\\Knowledge\\Knowledge Manifestations of giftedness - HIGH>](#) - § 2 references coded [0.11% Coverage]

Reference 1 - 0.05% Coverage

*that, although they have the **potential** in a particular area obviously*

Reference 2 - 0.05% Coverage

*or unable to meet that **potential**. (012d, p.1)*

Successful Schools - ability

[<Internals\\Attitudes\\Attitudes - Teacher beliefs - HIGH>](#) - § 1 reference coded [0.19% Coverage]

Reference 1 - 0.19% Coverage

their thinking process and their **ability** process. (021a, p.8)

[<Internals\\HIGH - Principal\\Copy of 005p CY>](#) - § 1 reference coded [0.02% Coverage]

Reference 1 - 0.02% Coverage

a good test of general **ability**.

[<Internals\\HIGH - Teachers\\Copy of 005e CY>](#) - § 8 references coded [0.29% Coverage]

Reference 1 - 0.04% Coverage

more areas has above average **ability**. The ability may not - it

Reference 2 - 0.04% Coverage

has above average ability. The **ability** may not - it could be

Reference 3 - 0.04% Coverage

It could be a creative **ability**. It could be an intellectual

Reference 4 - 0.04% Coverage

It could be an intellectual **ability** in many different fields. They

Reference 5 - 0.04% Coverage

They don't necessarily display the **ability** as in they may not

Reference 6 - 0.04% Coverage

is I would say the **ability** above the average in one

Reference 7 - 0.04% Coverage

It's their attentiveness and an **ability** to adapt. It is also

Reference 8 - 0.04% Coverage

English, but straight away her **ability** to actually navigate this whole

[<Internals\\HIGH - Teachers\\Copy of 012a>](#) - § 2 references coded [0.05% Coverage]

Reference 1 - 0.03% Coverage

perform at their level of **ability**. But there are quite a

Reference 2 - 0.03% Coverage

showing work at above average **ability**. Often they do say those

[<Internals\\HIGH - Teachers\\Copy of 012c>](#) - § 3 references coded [0.11% Coverage]

Reference 1 - 0.04% Coverage

kinaesthetic. Yeah, just showing their **ability** in a different sort of

Reference 2 - 0.04% Coverage

the child was showing this **ability** in, to try and differentiate

Reference 3 - 0.04% Coverage

work on more at her **ability**.

[<Internals\\HIGH - Teachers\\Copy of 012d>](#) - § 2 references coded [0.07% Coverage]

Reference 1 - 0.04% Coverage

a significantly higher level of **ability** in a particular area, like

Reference 2 - 0.04% Coverage

working at their level of **ability** has lots and lots of

[<Internals\\HIGH - Teachers\\Copy of 021c CY>](#) - § 1 reference coded [0.03% Coverage]

Reference 1 - 0.03% Coverage

the enrichment group or high **ability**, to me I don't worry

[<Internals\\HIGH - Teachers\\Copy of 021d CY>](#) - § 1 reference coded [0.03% Coverage]

Reference 1 - 0.03% Coverage

children who've got that mathematical **ability**, but also with the off

[<Internals\\Knowledge\\Knowledge - defining giftedness>](#) - § 6 references coded [0.76% Coverage]

Reference 1 - 0.13% Coverage

*kinaesthetic. Yeah, just showing their **ability** in a different sort of*

Reference 2 - 0.13% Coverage

*more areas has above average **ability**. The ability may not - it*

Reference 3 - 0.13% Coverage

*has above average ability. The **ability** may not - it could be*

Reference 4 - 0.13% Coverage

*It could be a creative **ability**. It could be an intellectual*

Reference 5 - 0.13% Coverage

*It could be an intellectual **ability** in many different fields.*

Reference 6 - 0.13% Coverage

*a significantly higher level of **ability** in a particular area, like*

[<Internals\\Knowledge\\Knowledge Manifestations of giftedness - HIGH>](#) - § 5 references coded [0.21% Coverage]

Reference 1 - 0.04% Coverage

*their work, the context, their **ability** to, once again, show me*

Reference 2 - 0.04% Coverage

*It's their attentiveness and an **ability** to adapt.*

Reference 3 - 0.04% Coverage

*showing work at above average **ability**. Often they do say those*

Reference 4 - 0.04% Coverage

*showing work at above average **ability**. Often they do say those*

Reference 5 - 0.04% Coverage

*They don't necessarily display the **ability** as in they may not*

[<Internals\\School 05 - HIGH\\Copy of 005e CY>](#) - § 8 references coded [0.29% Coverage]

Reference 1 - 0.04% Coverage

more areas has above average **ability**. The ability may not - it

Reference 2 - 0.04% Coverage

has above average ability. The **ability** may not - it could be

Reference 3 - 0.04% Coverage

It could be a creative **ability**. It could be an intellectual

Reference 4 - 0.04% Coverage

It could be an intellectual **ability** in many different fields. They

Reference 5 - 0.04% Coverage

display the **ability** as

Reference 6 - 0.04% Coverage

is I would say the **ability** above the average in one

Reference 7 - 0.04% Coverage

It's their attentiveness and an **ability** to adapt. It is also

Reference 8 - 0.04% Coverage

English, but straight away her **ability** to actually navigate this whole