

Being a GATE Coordinator

Stage 1: Getting started as a new Gifted and Talented coordinator

- Find your way into the role by asking questions, listening and becoming aware of the current state of knowledge and skills of the whole staff in your school
- Find out where the school is now; ask questions about where it wants to be.
- Read as much as you can about issues in gifted education.
- Develop a shared vision with SMT/SLT on what Gifted and Talented means within your school context.
- Decide on what you will keep on a GATE register.
- Talk to colleagues, other GATE Coordinators at other schools and parents/whānau about what you are doing, and why you want to do it.
- Explore the [TKI Gifted site](#), and develop a bank of resources related to GATE
- Seek professional development in gifted education, join giftEDnz (professional organisation for gifted educators in NZ), NZAGC & the [Gifted TKI mailing list](#).
- Find out if there is a GATE coordinators/lead teachers cluster in your region. Attend meetings

Stage 2: Moving on

- Extend your knowledge and understanding of gifted and talented issues.
- Carry out a review of your school's policies and guidelines as explained on the TKI Gifted Site.
- Explore current provision for gifted and talented students at your school. Explore the [classroom provision](#) and [differentiation](#) pages on TKI Gifted.
- Work with colleagues by teaching groups in their classrooms where time/opportunity allows it.
- Collect examples of outstanding work by able children to raise expectations – display/celebrate it.
- Provide helpful ideas and resources.

Stage 3: Continuing the work as an experienced and established gifted and talented Coordinator

- Review progress and take new initiatives in the light of your findings.
- Set performance targets based on [self review](#).
- Analyse levels of attainment, look for gaps and ask questions regarding differences in levels of achievement. Look for possible reasons for underachievement.
- Liaise with other schools.
- Involve parents/whānau in policies and activities.
- Play a role in the local cluster of schools and work with other gifted and talented coordinators.