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CHAPTER 1: OVERVIEW, RATIONALE AND GOALS

This volume is specifically concerned with the planning process and with providing specific resources to support effective planning at the school or regional level. Chapter 2 provides an overview of the planning stages. Each subsequent chapter deals with one step of the planning process.

Volume I presented a contemporary, inclusive approach to programming for giftedness. In preparation for working in Volume II, we will begin by reviewing the basic goals and commitments associated with such an approach. *If you are not familiar with Volume I, or are not familiar with current approaches to gifted programming, you should begin by working with Volume I.* Our perspective departs substantially from traditional views of gifted programs (“let’s decide which students belong in this category, what tests to use to find them and what to do with them after we’ve categorised them...”). Thus it is important to begin by addressing the nature of, and rationale for, **gifted programming**.

Some precise grammarians may object to the use of the phrase, “gifted programming”, arguing in the strictest usage that programming is neither “gifted” nor “ungifted”. In part, we have used the phrase as a simple matter of convenience to ensure that it is understood that the scope of these guidelines extends beyond a narrowly-conceived entity called “the gifted program”. In a stronger sense it may be accurate, and not too idealistic or simplistic, to urge a concern for “gifted” programming—a vision of education as an experience through which the strongest potentials and talents, of everyone involved in it, are honoured and cultivated. The phrase “gifted programming”, at the very

CHAPTER 2: OVERVIEW OF SIX PLANNING STAGES

Six major stages provide the foundation for the planning process recommended in these guidelines. Detailed discussions of these, and resources for addressing them effectively, will be provided in subsequent chapters of this volume. Our present purpose is to provide you with an overview or “advance organiser” for the planning process.

Gifted programming, considered in a contemporary way, is not an isolated or stand alone concern. It can and should be related to many other important planning efforts within the school. It is particularly important and effective to relate gifted programming efforts to school improvement efforts. Programming for giftedness and talent development can become an integral part of the school program and not an isolated event.

On the following page we have included a graphic representation of a *Process Approach to Planning* to illustrate the complete planning process.

CHAPTER 3: PREPARATION

*Someone, unknown to us but admirably wise, once wrote:
"A project well planned is more than half completed!"*

In this chapter we will explore the preparatory stages necessary for effective planning. These include: forming the Regional Planning Committee; developmental conception of leadership; planning for an effective group, establishing a working community for gifted programming; benefits of effective planning; running an effective meeting. Other important aspects of forming the Regional Planning Committee are: collecting and maintaining accurate information; balancing continuity and co-ordination with autonomy; promoting innovation, dealing with change and supporting champions of new ideas.

Forming the Regional Planning Committee

Although the makeup of the Planning Committee may vary from one region to another, there are some “common threads” that run through the majority of successful planning committees. The fundamental principle for selecting participants for a planning committee is to seek breadth of participation. Your planning committee should represent a cross-section of your staff.

More specifically, those who should ordinarily be represented on a planning committee include:

- Administrator(s)
- Teachers at each level involved
(primary, middle, secondary)
- Counsellors
- Library or media staff
- Gifted education specialist
- Curriculum specialist

CHAPTER 6: CREATING THE MASTER PLAN

In Chapter 5 you created a vision statement. This should be the guiding philosophy in creating the Master Plan. Refer to your vision statement frequently to maintain an effective and appropriate focus. It is a good idea to create a poster of your vision statement and display it where all can see it as you work on the Master Plan. Your wish lists and programming positives will also help you as you formulate specific goals and objectives in subsequent planning stages.

The Regional Master Plan

The planning committee's major responsibility is to develop a specific, comprehensive written Master Plan. This plan is important for several reasons:

- It expresses the commitments that have been made at the school/ regional level to create and support gifted programming in your school, region or cluster group.
- It serves as a foundation to guide and direct the development, implementation and evaluation of individual school plans.
- It provides a foundation for proposals for resources and support for programming.
- It establishes the "history" or context, upon which subsequent efforts (program evaluation or modification, for example) can build.
- It facilitates communication and co-ordination within schools and between schools.