



The gift pack

ANNUAL REPORT: ISSUE 3, JUNE 2003



**Invest in NZ's
future wealth – the
untapped talent of
our gifted kids**

Ignorance logging: GKP on tour

Gifted Kids Junior High: making tracks for the future

Switching on brains: teaching thinking skills and continuous learning

Innovation in gifted education: message from the Minister of Education

PHOTO OF REBECCA BRIGGS
BY STEPHEN PERRY/METRO

“My son perseveres with school but dreams of an environment where his fascination for exploring is encouraged, so his learning horizons are limited only by himself.”

In memory of John Fernyhough

My speech at this, our third Gifted Kids End of Year Assembly and prize-giving is dedicated to my husband John. I'm going to use simple words, but they are big on implications – words like sick, tried, giving things a go, being a winner, making mistakes, taking courage, having confidence.

John is really sick. John was a gifted kid. He is like you, you both have a built-in advantage. You didn't earn it – it is as the word says, a gift – gifted. Like you, John asked the Why questions. He was curious. He had weird and wonderful ideas and passions. He walked and talked early. He played the piano. He thought outside the square. He sought out adults, who he saw from a young age knew more. He peeled the onion in a way that unlocked strategies that enabled others to see a clearer picture. He was quick with his answers. Sometimes it was much easier for John to be naughty than clever. He was somewhat complicated.

When he was young John thought everything was possible, he thought he could be Prime Minister, but he lacked one really important quality – confidence. He felt socially inferior, he thought all the kids around him were better off than he was, in every way – they had richer parents, went to better schools, had a wider and trendier group of friends. He didn't want to be second. All these misgivings, feelings of inadequacy, gave John the incentive to try, to try hard, to work hard – to give life a go. We all, everyone, must give life a go. We must all try – we are all winners – we must believe this. If we don't we'll each be the poorer in what we see, what we think, what we do, what we achieve.

Life in confusing, we all remember times when we've tripped over, made a mistake, mistakes are a fact of life. If you trip, stand up again, go for it – be a doer. Being a doer, thinking and acting like a winner is a hell of a lot better than being a loser or a non-doer.

In the latest Harry Potter and the Chamber of Secrets movie, Dumbledore says to Harry Potter something like this, "Life is not about your abilities but about your choices." Without making choices – getting out there, being a winner, giving things a go, being a doer – your giftedness, that built-in advantage you have, won't ever ignite.

John – apart from loving and being loved by me, his kids, family, friends – John is a Master of Law with first class honours from Victoria

Continued on page 3

From the office



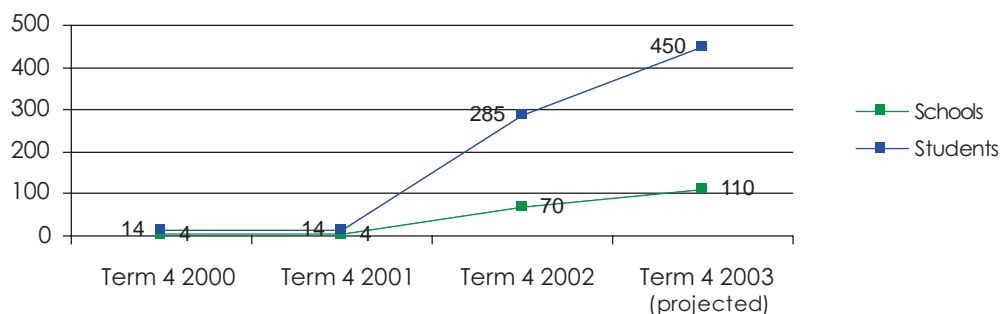
It is with delight and pride that I report, on behalf of the kids and their families, on the progress of the Gifted Kids Programme. I do so with a song in my heart made possible through the belief and considerable financial support of so many people.

Early in 2003 we attended the Gifted and Talented Hui in Wellington. We were delighted, though not surprised to find, that we, Gifted Kids, are innovative, at the leading edge, an example of best practice authenticated by sound research.

Another highlight for GKP was being featured on TVNZ's award winning programme **Sunday** with "Hidden Talents". The session on Gifted Kids was re-screened as one of the best programmes of 2002.

The Gifted Kids Day Schools

Our Gifted Kids Day Schools are operating five days a week, via six cluster schools. Starting from Term 2, 2003 we have been delivering a programme of excellence in gifted education to 435 students from 110 contributing schools. So the last 12 months have been a period of exciting and demanding growth



GKP Growth

This exhilarating growth is only matched by the growth and enthusiasm of our students, Kristof Udjur from the Waikowhai Unit says, "It seems that when we are at Gifted Kids we're on fast forward, and in my other classes, it's rewind!"

"It seems that when we are at Gifted Kids we're on fast forward, and in my other classes, it's rewind!"

KRISTOF UDJUR, AGE 11

With our first High School Unit in Wainuiomata we have adopted a new funding model, and we are currently negotiating with two new school clusters that have approached us looking to purchase our education services.

We face a tremendous challenge to meet demand from schools to extend and establish our Programme. Our funding comes from you, a partnership with contributing schools and parents, private donors and government. With the dramatic rise in the number of students and teaching staff, the visionary support of donors and sponsors, schools, parents and teachers is absolutely essential. Our Gifted Kids are your country's future wealth.

Deborah George has been appointed GKP Trust Manager with particular responsibility for fund raising. Deb's considerable business experience makes her a fine addition to our team.

"Seeing the effect of one year in the programme on these, our first graduates, increases my excitement and anticipation for students who will benefit from a longer period of participation."

LARAINA MARTIN, NORTHLAND TRUSTEE

Professional Development – Advocates for Gifted Education

We celebrated a big success at the end of 2002 when GKP was awarded a Contract for Professional Development under the Ministry of Education Fund for Gifted and Talented Students. We were delighted. This Contract endorses the quality of our teachers and our teaching practice and it recognizes the ability of our staff to deliver to mainstream teachers a three year programme covering all areas of gifted education.

In addition, Julie Mills and Pam Hook have been invited to present papers at two international conferences on Gifted Education in 2003. We're thrilled. The invitation reinforces the quality of our Programme and the excellence of our staff.

GKP is also involved in iPAINT, professional learning to understand the unique learning needs of gifted and talented students with information communication technology. Pam Hook is one of the leaders of this innovative Ministry initiative.

"It is in everybody's interests that those with particular intellectual and creative gifts should be encouraged and enabled to aspire to higher education."

DISTINGUISHED PROFESSOR,
DAME ANNE SALMOND, GKP SUPPORTER

New Initiative: Cyber School

We are developing an ambitious project to foster an online learning community centred around gifted education. Because of our geographical spread across the country, we are thinking laterally, to create a series of linked collaborative communities with resources for teachers, parents, and students. We need support for this exciting new initiative.

New Initiative: The Gifted Kids Junior High

In December last year we sent our proposal for a Gifted Kids Junior High to the Ministry of Education. We are tremendously excited by the learning opportunities that this new school will provide, and you can read more about the proposed Gifted Kids Junior High on page six.

The success of the Gifted Kids Programme is due to many factors, the commitment and expertise of our teachers, our management team and our generous supporters and contributors. It's a huge collective effort of individuals and groups working together for a common goal, to help harness and develop the ability of New Zealand's brightest kids, especially those from lower socio-economic communities.

In the last year we have received inspired support from the Ministry of Education and have continued to work closely with Hon. Trevor Mallard. We also received generous support from our founding sponsors, The Todd Foundation's Leg-up programme that assists new school clusters, The Phoenix Foundation and Pumpkin Patch. We are indebted to this support and the support of many others, to create scholarships and opportunities for our gifted students.

Without this foresight and generosity so many kids would not have the opportunity for education that meets their special needs – to pursue interests that are beyond the ability of age peers, or that are outside the grade level curriculum, or that involve areas as yet unexplored or unknown. The benefits of the programme are long-term. Gifted kids become gifted adults, and we have the opportunity to nurture the gifted among us for the future.

Christine Fernyhough
Executive Trustee

"I need a school where other kids think like me and are interested in the same things as me, and I want teachers who are passionate about their subjects and who share a like of learning."

SEBASTIAN OLSEN, AGE 9



University in Wellington. He is a Doctor of Law from the University of Chicago. He won a sophisticated form of a Gifted Kids Scholarship to get there. He was a top lawyer and switched at 40 to business, with a bunch of mates he brought a large company which was in a mess and made it efficient. John got the taste for doing deals. He didn't get to be Prime Minister, in fact in the end he didn't care much for politics. He made money and then gave time to work for the Government, he chaired the Forestry Corporation and ECNZ and now he's back mentoring young business people.

Then John's health packed in, he got cancer in 1995. In 1999 John suffered a stroke, he lost so much of his giftedness, he could no longer remember where the cups were, the fridge, road directions, he lost his peripheral vision so reading became a hassle, a struggle. John thinks his stroke was so much worse than his cancer – he struggled to think, to have ideas, to hold conversations. Since 1999 until June of 2001 those abilities improved, but as the effects of his stroke lessened his cancer has got worse, John is now very sick.

John would say to you, please, give life a go. He thinks he could have done better, he could have done worse, but he did try and he did give things a go.

Poet Goethe's comments about starting new adventures speaks for John's message to you:

"The moment you definitely commit yourself is the moment providence also moves. All kinds of things occur to help you which would otherwise not happen. A whole stream of advantageous events flows from your decision. They bring all kinds of unexpected chance meetings and material assistance which no one could have foreseen. Whatever you can do, or dream you can do, begin it. Boldness has genius, power and magic in it. To make your dream come true, begin."

I am so proud of being part of gifted kids, I am indebted to my team, I am humbled by the wonder of our kids.

Christine Fernyhough, December 2001

Another first for GKP – the opening of Wainuiomata Cluster

"I'm excited to be back at Wainuiomata High School today, as the opening of the Gifted Kids Programme at your school brings together two innovative moves in education. This is my second visit this year to Wainuiomata High, and I'm impressed to hear that you are already exceeding expectations. The school roll is significantly above Ministry predictions for this year, and there are many exciting things happening at the school. Acting as host school for the Gifted Kids Programme is just one example of the innovation happening.

Today marks more firsts – it's the first time that the Programme is available to year 9 and 10 students. Research shows us that the transition between years 8 and 9 is crucial for all learners, but maintaining and extending opportunities for our most talented students can be particularly challenging for teachers. The Gifted Kids Programme is helping to meet this challenge.

We know nothing speaks louder than money and today also marks a shift in the way schools and communities provide for their gifted students. The financial contribution from schools with students who are attending the Gifted Kids Programme is proof of the value these schools place on the Programme. They contribute to the outcomes of their brightest stars.

It's also the first time that students have been assessed for the programme in te reo Maori. This shows that the vision of the GKP to offer opportunities and break down barriers to success for students in all communities is becoming a reality.

This significant advancement makes the government's gifted education policy come alive. The policy recognises that giftedness and talent can mean different things to different communities and cultures in New Zealand, and that there is a range of appropriate approaches to meeting the needs of all such students. This includes identification as well as the type and content of programmes.

What an exciting time it has been in gifted education. Julie Mills, principal of the GKP Day Schools, was a key member of the Ministry's working party on gifted education. The vast majority of the recommendations of the working party's report were incorporated into the government's gifted education policy.

Since I announced the gifted education policy last July, we have worked fast to get the policy off the ground, with:

- 17 programmes funded by a contestable funding pool for gifted education programmes underway for the 2003 school year;
- the appointment of extra advisors by School Support Services;
- ICT materials and support for gifted kids;
- research to determine how schools are currently catering for their gifted learners; and
- establishment of local Ministry of Education points of contact.

And there are more things to come:

- A publication for parents with ideas on how they can support their gifted child;
- Recognition of gifted and talented learners in the National Administration Guidelines;
- Establishment of a Gifted Education Advisory Committee.

The partnership between Wainuiomata High School, its contributing schools, and the Gifted Kids Programme exemplifies the fantastic things happening in gifted education right across the country. The programme has many positive spin-offs, not only for the students who participate, but also the wider community. It has raised the profile of gifted education and the rigorous assessment that the students who are accepted go through is affirmation that a community like Wainui has as many gifted learners as any other community in New Zealand.

I wish you well in this exciting partnership and it gives me great pleasure to officially open the Gifted Kids Programme at Wainuiomata High School."

**The Honourable Trevor Mallard
Minister of Education,
MP for Wainuiomata
28 February 2003**



The Hon Trevor Mallard, Minister of Education engaged with two GKP students at the opening of the Wainuiomata Unit. The opening marked two milestones: assessment for the programme conducted in te reo Maori and the inclusion of year 9 and 10 students both for the first time.

Ministry initiatives involving GKP

- ICT – Professional Development Contract, Pam Hook GKP
- Integrated Powerful Adventures in Thinking, Pam Hook GKP
- The Gifted Edge Professional Development Contract
- Working Party on Gifted Education, Julie Mills GKP
- Expert Focus Group on Gifted Education, Christine Fernyhough GKP

Thinking Skills

Edith Otene's love of chess has transferred to students on the Gifted Kids Programme. The New Zealand Women's Chess title-holder, Edith visits our classes once a week and instructs our students on the finer points of the game. She's a textbook example of excellence for our students, someone who is different from the rest and excels in her chosen field.

In 2002, our students' affinity for chess culminated in a competition evening. Forty-two students played eight rounds with thundering concentration.

David Cripps was one of the many enthusiastic parents at the chess evening, "I think chess is excellent training for students. It teaches them to plan moves in advance, to outsmart and outguess the opposition. I don't know where else children can get that."

Fostering thinking skills is one of the primary aims of the Gifted Kids Programme. "It is deep thinking that provides a challenge for these students, and the complexity of the game appeals to talented thinkers." says Julie, the Gifted Kids Principal.

"Chess is a bit like life, it's multi-dimensional and you never know what's going on in someone else's head." said one parent.



Roger Moore photographed by Stephen Perry. Reproduced with kind permission of Metro Magazine.

Morbid maths

"We're going where?"

"To Waikumete Cemetery."

Five classes of Waikowhai Gifted Kids collected data from this historical site and used the data in statistical investigations. Armed with data collection sheets they counted and tallied among the gravesites, collecting creative ideas, epitaphs and headstone rubbings as they went. Returning to school we entered our data onto spreadsheets, using graphs to compare and interpret our results. Far from the sombre experience that they expected, there was an air of wonderment... we wanted to find out more! – Trish Le Roy, Lead Teacher Waikowhai GKP

"Where did you go?"

"To the cemetery. You wouldn't believe what a minefield of ideas exists there."

"We can give these students a chance to interface with technology, to extend their learning with information communication tools – thanks to wonderful sponsorship from Hewlett Packard and Microsoft," says Pam Hook. "Graphing their results is a great way to promote visual as well as computational thinking – it fosters an ability to represent information in a number of different ways."

"We found an alternative name for the cemetery, we called it an acropolis, a city of the dead, and students were responsible for framing their own investigative questions, so that they could dictate their own learning," describes Pam.

Grace Brebner, age 10, says "I learned lots of things. My question was 'What is the most commonly used headstone shape?'" The students spent a lot of time looking and gathering data and then interpreting their statistics. "We used crayons and paper and rubbed images from headstones. We found roses, an aeroplane, a trumpet and you can tell a lot about someone from those."



Samantha Westin, age 12, posits her interpretation of the statistical data she gathered, "In the 1990s 72% died between the ages of 61-90, while in the 1960s only 56% between those ages. It appears that although the most common age of death was the same for both decades, people in the 1990s lived longer. The middle (median) age band for death in the 1960s was 61-70, and 71-80 in the 1990s."

"Chess is mental torture."

GARRY KASPAROV,
YOUNGEST EVER WORLD CHAMPION
CHESS PLAYER

"Chess is the art of analysis."

MIKHAIL BOTVINNIK,
WORLD CHAMPION CHESS PLAYER 1948



Special thanks to our major sponsors who give so generously to support our gifted and talented students:

Hewlett Packard,
for providing our office and classrooms with computers, printers and scanners

The Lion Foundation,
for furnishing our classrooms at Waikowhai, Rotorua and Rata Street

Microsoft New Zealand Limited,
for providing software for our office and all our classrooms, and helping to kick start the Cyber School

Ministry of Education,
for Professional Development funding

Phoenix Foundation,
for providing scholarships right from the outset, and supporting the Gifted Kids Junior High

Pumpkin Patch,
for being a founding sponsor, ongoing support and the fantastic t-shirts worn by GKP students

**Rand Foundation/
Tappenden Trust,**
for their contribution to the Gifted Kids Junior High

**Rotary Club of
Newmarket,**
for sustaining scholarships over three years

**Rotorua Energy
Charitable Trust,**
for their contribution toward our Rotorua unit

**Telecom
New Zealand,**
for providing GKP telecommunications and supporting the proposed Cyber School

The Todd Foundation,
for their fantastic support of our Tikipunga and Rata St clusters, and providing the leg up for our 7th unit

The Salty Grant Trust,
for offering scholarships over two years

Sky City Community Trust,
for sponsoring children in our Tamaki Cluster

Soar Printing,
for meeting our printing and stationery needs, including this newsy annual report.



Principal's Report

Over the previous year we have enjoyed tremendous growth, our roll has increased from 90 students to 435 students. We now have six fully operational GKP clusters which are based at Tamaki Intermediate, Tikipunga Primary, Rata Street Primary, Waikowhai Intermediate, Wainuiomata High and Sunset Junior High. Contributing to these cluster schools, we have 110 schools actively supporting their students on the programme.

The beginning of 2003 has been frenetic as we assessed over 600 students in a two month period. Our interview team met gifted and articulate young people who were passionate about their interests, their ambitions and their education. At times this was a humbling experience, especially when many of these children came from under-resourced communities with very few experiences outside their immediate community. Their optimism and their positive outlook on life was inspiring.

"Normal school is like owning a Ferrari and only driving it to the shops for the milk; its potential is never realised – its needs the facility to show it's potential."

GKP PARENT



During the year we also added three milestones to our portfolio. Firstly, we worked with a kura kaupapa and Maori advisers to implement an identification process in Te Reo for gifted Maori students. Secondly, we accepted students at Year 9 and 10 and thirdly, we opened our first secondary level unit.

We value our GKP teachers and we have been fortunate to attract high calibre staff. Teacher recruitment has kept pace with our roll growth and we now have 14 teaching staff over the six units. The diversity and multiple talents of our staff enhances our classrooms.

We are committed to actively researching and implementing new curriculum and best practice for gifted students. Our staff has access to experts in gifted and talented education at national and international levels. With Ministry of Education funding of our Professional Development contract, "Gifted Edge", we are able to share expertise with 105 teachers from our cluster schools. The Gifted Edge contract will run over the next three years, delivering nine workshops to teachers and three to parents. Topics will cover cognitive, social and emotional aspects of giftedness. It is important that our students receive support every day not just the day that they attend the programme.

Generous sponsors have fuelled our growth over the past year and enabled us to open new units. We are grateful to our host schools that are forever supportive, embracing both staff and students. Staff, parents, friends and supporters are always very generous with time and spirit. Our astonishing growth creates demand for funding however, so if you would like to make a donation to GKP please give us a call.

What's the best thing about coming to GKP?

"A teacher who learns with the student – not a teacher teacher."
"Being able to do work that you don't get to do in the classroom."
"Kids who understand my jokes."

In a perfect world what would the learning and the teacher be like?

"You wouldn't get into trouble for doing something a different way."
"The teacher would explain things just enough times, and then let me start."
"You wouldn't be asked to explain complex ideas in simple vocabulary because you lose the sense of the original ideas if you have to simplify it too much..."
"Knowing how you know stuff, metacognition – everybody sees the world in green but I see it in fluorescent pink."
"We could go to extension classes in the subjects that we could do easily."

WAIKOWHAI FRIDAY CLASS DISCUSSION, FEBRUARY 2003



Julie Mills

Intelligence in the wild

“This adventure day is one of the key ways that we provide an environment for kids to develop and apply their thinking skills and problem solving outside the classroom.”

Craig Anderson, Trustee

From simple tasks such as finding a rainbow of colours in the bush, to more complicated activities such as abseiling, water safety and hobo cooking, the students were engaged in challenging new experiences. Everyone was amazed to find a full spectrum of nature’s own colours, blues, reds, yellows, in natural bush materials.

“The day provides a raft of challenges, often testing students to think on their feet. The idea is to encourage successful ‘habits of mind’ and ‘intelligent behaviour’ when kids are faced with a situation where they don’t know what to do next. It encourages traits such as perseverance, flexibility, responding with humour, listening with empathy, managing impulsivity, asking good questions, accuracy and precision.”

Pam Hook, GKP Teacher

“Intelligence in the wild is an opportunity for our pupils to develop team skills and leadership skills which doesn’t often arise in a classroom environment. It also provides a support platform for the social and emotional needs of our gifted students. We are providing an authentic learning experience to test practical aptitude and co-ordination, so it pushes the boundaries for some kids.”

Julie Mills, GKP Principal



Art Costa’s Habits of Mind

Remaining open to continuous learning

Persisting

Applying past knowledge to new situations

Taking responsible risks

Managing impulsivity

Striving for accuracy
Gathering data through senses

Responding with wonderment and awe

Finding humour

Thinking flexibly

“No, no it’s not meant to be a collapsible chair.”



“I’m freezing in here! Is this where they keep the ice cubes?”



The Gifted Edge – Professional Development

One of our big successes at the end of 2002 was being awarded a Contract for Professional Development under the Ministry of Education Fund for Gifted and Talented Students. This contract affirms the high quality of our teaching practice and it recognizes the ability of our staff to deliver to mainstream teachers a three year programme covering all areas of gifted education.



Adrienne Robertson photographed by Greta Anderson/Metro.

More importantly however, the contract enables us to disseminate expertise in Gifted Education throughout schools. The PD contract means that we can help teachers to learn, grow and be challenged, and that in turn is the best way to help our gifted students. We have had tremendous support from Gifted Education advisors from all around the North Island to contribute to these work days.

In addition to the expertise of GKP staff Pam Hook and Julie Mills, we are drawing on the remarkable talents of Dr Airini Airini, Lynn Berresford, Dr Jill Bevan-Brown, Ann Easter, Gay Gallagher, Angus Macfarlane, Robyn Macleod, Sharyn Mackinnon, Dr. Roger Moltzen, Anna Mueili, Dr. Tracy Riley, Anne Sturgess, Shirley Taylor and Sonia White to create an inspiring professional development programme in Gifted Education.

The contract means that we are giving a whole lot more to Gifted Education by contributing to the talent of New Zealand teachers and creating a sustainable environment where Gifted is a focal point for educational excellence.

Ignorance Logging - GKP on tour to two International Conferences

The Gifted Kids Programme has been invited to talk about the Gifted Kids Programme and Ignorance Logging at the Q3 Conference [questions, questioning and questioners] at the University of Arizona, USA.

Following the Q3 conference where Pam and Julie will be presenting a paper on GKP and Ignorance Logging, they will attend The International Conference on Thinking XI also in Arizona. More than 100 of the world's most challenging thinkers - including award winning scientists, writers and journalists, business people, media figures and educators from some of the leading universities of the world will attend. The Gifted Kids Programme will be there, listening to and learning about, what is best in thinking – looking for initiatives that will enhance our both our curriculum and our pedagogical approaches within the Gifted Kids Programme.

In addition, Pam Hook and Julie Mills will give a presentation at the World Conference for Gifted and Talented Children in Adelaide this July. The invitation to present at these conferences reinforces the quality of our Programme and the excellence of our staff.

Pam and Julie are travelling as representatives of the John Fernyhough Foundation. Our teachers have also been fundraising to attend the Conference.

This is the first time the World Conference has been held in the southern hemisphere, so it's a key opportunity for GKP to walk the talk with our aim to be at the cutting edge of new ideas within the area of gifted education.

We are proud to see such initiative and keenness among our teachers to learn from the world's best, to up-skill, and to return to their kids with new enthusiasm and ideas.

"GKP students are encouraged to use ignorance logging as a basis for their inquiry and research topics."

Pam Hook from GKP suggests, "In teaching, we should be asking for, collecting, and analysing student's questions, because one way to assess the knowledge that you have is through the questions that you ask."

A unique junior high school



Pam Hook

In December 2002 we completed our Gifted Kids Junior High proposal for the Ministry of Education. The submission resulted from collaboration and thoughtful contributions from parents, students, educators and academics. We are excited by the learning opportunities this new school will provide for gifted students and their families. The school will consider afresh the special learning challenges of junior high taking a new, innovative approach to learning.

The character of “Gifted Kids Junior High” respects variability and has developed in response to parent and student choice. Over 100 Auckland families have worked with us during the year.

The aims of Gifted Kids Junior High are simple:

- To raise engagement and achievement and reduce disparity amongst gifted and talented students (Y7 to Y10) from diverse communities across Auckland, and
- To develop a learning environment which achieves best practice in meeting the academic, social and emotional learning and development needs of gifted and talented students, allowing them to achieve their full potential.

We believe we can raise the achievement of gifted kids by:

- using a differentiated curriculum and a learning environment specifically developed for the special needs of gifted and talented students
- utilising teachers qualified and/or experienced in gifted education
- and providing flexible links for our students with the Auckland University of Technology.

GKJH's character has been specifically articulated to complement and support gifted and talented educational practice in New Zealand schools and includes:

- National Educational Guidelines that have been developed to meet the needs of gifted and talented students,
- Learning occurring in part through mixed age online explorations of integrated topics,
- Development of personal responsibility, values and ethical standards is enhanced through a community service programme,
- Assessment that includes a focus on assessment for learning, facilitated through a common thinking language,
- Flexible learning opportunities and connections with family and community, enhanced through provision of an extended school day, 7am to 7pm,
- Bilingual language instruction available in Maori/English,
- A student population that celebrates the cultural and economic diversity of Auckland region.

The designated character of “Gifted Kids Junior High” requires that students demonstrate academic abilities or potential that make it likely they will thrive in this school environment. This will require an inclusive assessment process which is able to identify gifted kids across diverse cultural and social groups.

Since our proposal was first put forward, we have received detailed feedback from the Ministry and we have augmented our proposal with their needs in mind. We hope to have a response from the Ministry within the next few months.

Special thanks are due to Rob Fyfe for his effort and support as the spokesperson for the parent advocate group.

Pam Hook for the Gifted Kids Junior High

“As individuals, children have different learning needs and speeds. In appreciation of this need and speed, my child requires a platform where his unlimited learning potential can be tapped.”

GKP PARENT

Why do we need a Gifted Kids Junior High School?
“Our children need somewhere they can be ‘normal’, feel comfortable and safe, and regain the excitement for learning that our child at school is slowly losing. Social and emotional support is vital for this development, and recognition and catering for their sensitivities, learning styles and passions are necessary for them to have a chance to reach their potential.”

– GKP PARENT

Why do you need the Gifted Kids Junior High?
“Maybe the curriculum will encourage me to stretch myself.”

– GKP STUDENT, AGE 12



GKP students at Auckland College of Education

"Coming to teach at Gifted Kids has been a fantastic experience.



Joanne Young

I work with a dynamic, enthusiastic and creative bunch of kids who have high expectations of the programme and of themselves. They have really pushed me to think about my beliefs and practices in regards to gifted education and how to best meet their learning needs. The learning so far has been good, and it's just the beginning -- I'm certain that it'll get better and better!"

Joanne Young, Teacher

Rata Street



Debbie Clark



GKP Rata St classes spent their opening term exploring Lego. They attended mechanism and robotics workshops at the Lego Imagination display at Capital E, Wellington. Follow up tasks included: surveying public on their opinions and knowledge of Lego, Key Thinkers in Lego, Lego statistics for maths, 3D construction, plan making and replica drawing.

Our focus on language this year has used 20 Thinker's Keys, strategies to promote and learn thinking skills. The objectives of using these Thinker's Keys are to generate flexibility and versatility in thought process, extending beyond the original concept to think laterally, creatively, in an open-ended manner, to synthesise, to analyse, and evaluate. "Having Thinker's Keys in the morning really gets my brain going," says one GKP student.

Thinker's Key: THE PICTURE

This famous person didn't take the short road to being notable, the person who invented Flubber, the basis of Picasso's art, Sir Edmund Hillary's beekeeping tool, Winston Churchill's broken clothes line, Schumacher's first win was on this course, Michael Jackson's nose, Van Gogh's ear... after it had been chopped off.

Tanya Pryde, age 12, The AMBER STRIDERS



Night of the Notables is a major study theme to promote awareness of notable New Zealanders, fuelled by visits to the NZ Portrait Gallery and the NZ Film Archive. "Notables are people who make a difference." GKP student

"GKP has become a valued component in how we deliver Gifted & Talented programmes to our students"

DAVE APPEYARD, PRINCIPAL

Thinker's Key: THE REVERSE

The flipside to being a notable person

You are always being judged for your actions.

You are expected to always make the right decisions.

You never get the privacy that you want.

People always fuss over you and insist that they do stuff for you.

The media record your every action.

You hardly get any rest.

If you do something embarrassing, it might be on TV or in the newspaper.

People have high expectations of you.

People are always asking for your autograph.

Thomas Arkwright, age 9 and Natasha Hendon, age 10, GOLDEN PHOENIX

Prompted by a close reading of a Dylan Thomas poem this unit looked at the structure of language, particularly using similes, metaphors, and alliteration. Writing about themselves in the first person, Remember Me? Was an opportunity for GKP students to write about themselves, from a gifted perspective.



Wainuiomata



Nicola Ford

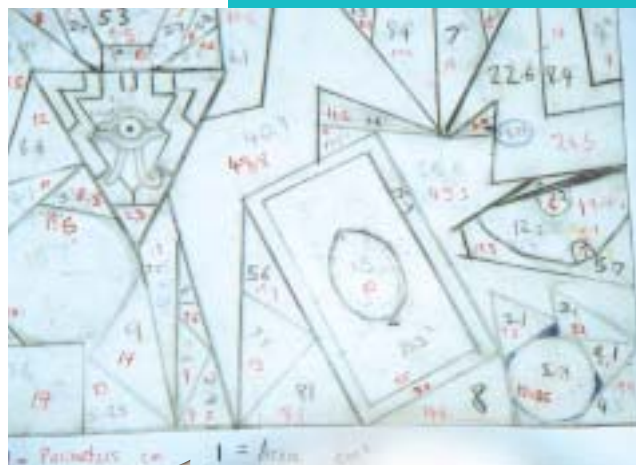


Christine Greig

“If you aim for the moon and you don’t get there, you’ll still be among the stars.” Michael Jones, Former All Black. These were the words quoted by Anneke at the official opening of the Wainuiomata Gifted Kids Classroom, New Zealand’s sixth GKP unit, on February 28th 2003. Anneke was lucky to be one of the first Year 9 and 10 pupils to be included in the programme. Over 100 people attended the opening, including Education Minister, Trevor Mallard, and GKP Principal, Julie Mills.

This opening marks a number of firsts for the The Gifted Kids Programme. It was the first time that students were assessed in te reo Maori, and the first time a unit has been sited on a secondary school. Presently there are 65 children enrolled in the programme with 23 of these being the country’s first Year 9 & 10 students to attend the programme. The secondary students are working with teacher Nichola Ford.

They have remarked how satisfying it has been to work for a day each week without the constraints of the school bell! Teacher, Christine Greig, leads the Year 3 to 8 students.



Wainuiomata students worked on designs and implementation plans for creating stained glass windows. In this exercise they used measurement and calculation of area before producing a cost estimate for their individual designs.

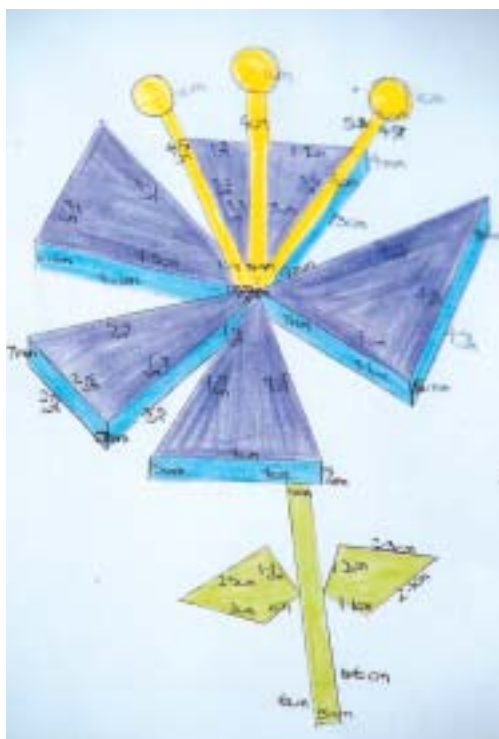
Miraculous Maths

“I believe I have captured an original and classical design. The lily is a peaceful plant that I like.

Throughout the process that I went through to develop this design was stressful (ex. Doing the maths) but rewarding. I enjoyed the designing and planning. Firstly, I had to come up with a design to fit the criteria that was set, then I had to scale the design to full size, this included measurement such as perimeter and area. I have included all the geometric shapes to the criteria.

I then had to produce a cost quote that included a colour and lead cost. I really would not want to change the design plan, I like it. To reduce the costs I could change the colours around, but how I have displayed them I have shown the depth in the colours. Overall I believe I have created with proof of quotes a stained glass window design that is unique.”

Anneke de Maat, age 14



Stained Glass Window Part 2: The Cost			
Colour	Area cm ²	Cost per cm ²	Cost per colour
Clear	200.6	\$0.10	\$20.06
Purple	39.715	\$0.60	\$23.829
Blue	12.295	\$0.75	\$9.22
Yellow	16.395	\$0.35	\$5.73
Red	137.2	\$1.00	\$137.2
Orange	16	\$0.50	\$8.0
Green	7.99	\$0.80	\$6.39
Total			\$210.42



Amazing, amusing alliterations

The cringing crab called Caitryn coped with the Continental changes but the Celtic craftsmen and their cunning, crabby, crafty caterpillars' counterfeit coins caused a Celtic catastrophe. A Canadian countryman called to see what was causing the chaos and got cramp in the head from a cracker. The Celtic craftsmen and their cunning, crabby, crafty caterpillars were chased from country to country until they ended in the country called Capetown.

Caitryn, age 10

Amazing, astounding, astonishing Aaron Ant attacked Anton Alligator and Aleman Albatross all while eating avocado, apples and artichokes at Auckland Animal Zoo.

Aaron, age 10

Vincent the vegetarian viper voluntarily vaccinated a vomiting vulture after the violent vulture had its vitamins. The villagers voted to play volleyball against Vincent. Vincent was victorious.

Vincent, age 10

Finn the fantastic, ferocious, fearless, foolproof fantail flew fast from France to Finland for a fabulous feast of flies.

Finn, age 11

Rotorua

"At school I do accelerated work but it is just the same, only harder. At GKP the work is more challenging and different. It's work we wouldn't touch with a mile long pole at school." – Anna, Year 6



"I like GKP because I can do things at my level with other people who can do harder things than normal." – Thomas, Year 6

"GKP is not boring, there are more activities and we constantly work." – Talisen, Year 7

"At GKP you get a different education... You get to be with people who think the same as you." – Jayson, Year 7

"I like GKP mostly because it is different and everyone is willing to learn. GKP is more fun than our usual school because everyday there is something new." – Eleanor, Year 7

"I like GKP. The work is fun and more challenging. You can express your own opinion. It is quite a bit more interesting than normal school and it is easier to understand things." – Innes, Year 6

"I appreciate GKP because you meet new people and you use your imagination to the full." – Ollie, Year 6

A Wallaby Story, modelled on Aboriginal folklore

It was only a couple of days ago when I found the article. It was there bang, smack on the front page of a newspaper that had been left on the ground. There

was a big picture of one of my relations – my uncle's cousin's nephew, (I think!) and a heading that stood out at the top.

Only a few of us wallabies can read and I am not one of those few, so I decided to take it back to the clan and ask Old Gramp to read the article. Old Gramp is old and wise. Some joeys say he is over two hundred but that is twaddle. They are just trying to impress the others.

A while later the whole clan was gathered under a great Kauri tree. Word gets around quickly with wallabies, as well as other things like mites, fleas, parasites and diseases. The newspaper was wet and old and a lot of wallabies started to nibble on the Kauri tree while they waited for Old Gramp to read through the fuzzy lettering.

Finally, Old Gramp cleared his throat very importantly. All the wallabies stopped what they were doing, including a joey who was in mid-jump leaping over his friend's head. After the friend had been hurried home screaming, Old Gramp began, "We are going back to Australia," he rumbled. Then Old Gramp hobbled away for an afternoon nap. There was confusion. None of us knew whether to be happy, frightened or angry. None of us knew where Australia was, except maybe Old Gramps. Soon the word got around that Australia was where Wallabies came from long before we were born. I didn't understand. Going back to Australia?

After a while the confusion died down and I fell asleep, dreaming of a strange new land, not knowing that in a few weeks the men with nets would come.

Eleanor, age 11



Tamaki



Justine Keiller



Tiffany Langley

Living History: Waiouru

At 6 am our Thursday class left Tamaki to visit the Waiouru Army Museum. We had been studying challenges that New Zealanders faced in World War II and had spent six weeks

researching individual topics. Research had included two visits to the Auckland War Memorial Museum and a visit from war veteran, Kevin Mills, from The Panmure R.S.A. who had served in the Pacific on The Gambia.

When we arrived in Waiouru we toured the museum with an army sergeant who shared historical facts as well as anecdotal information about the conditions soldiers faced. His explanations were graphic and gave us a real insight into what life was really like for New Zealanders involved in the war.

This was the sort of information that we could not ordinarily access in the classroom and is one of the key reasons that we insist on creating diverse learning experiences outside the classroom.

We then went into the museum classroom where we went on a treasure hunt for information. Each group had a different problem to solve and limited time to solve it. When we arrived back we had to share what we had found. The information fitted together like a jig-saw, with each group contributing to the 'big picture' solution.



A rousing haka performed in thanks for our visit to a sheep station in Tamaranui

Eight days a week, for one day

As part of our Business Day, URS Auckland provided workplace placements for Jake Woodhead and Julian Lees from the Gifted Kids Programme. The aim of the day is to accentuate the ways in which knowledge is applied in the workplace – such as how to take safe risks and the implementation of commercial competition. Students learn that persistence is often required, and about how businesses process and manage thinking and learning,

It's a great way make connection between the business sector, in some cases our sponsors, and the students who get the benefit of GKP supporting businesses. Students have an authentic learning experience, and they see a variety of business types, from manufacturing, service sector, research and development to professional services businesses.

During their visit Jake and Julian had an opportunity to talk to URS project managers. "This gave them an insight into the type of work we do, the type of clients we work for, and how URS gains new business," says URS Project Manager Alison Feeny.

"Julian and Jake had a wonderful day. Those of us who transported them from school and back found their enthusiasm and excitement following the visit irrepressible. We were bombarded with anecdotes from the countless fascinating situations they had encountered."

The Tamaki unit would like to thank the following businesses for their time, expertise and kindness for allowing students to be part of their workplace for a day: Flight Centre, South Pacific Films, Living Earth, Tonkin & Taylor, Mainfreight, Urology 161, URS NZ, Obex Medical, Queen Street Backpackers, Patrick Steele, Buddle Findlay, Simpson Grierson.

Twenty more Peter Jacksons?

Who would have thought that it was possible - the Auckland College of Education T.V. studio was crammed packed with students, parents and equipment and you could have heard a pin drop. While the producer checked the camera positions on screen the camera operators were making final adjustments, sound mixers were fine tuning, booms hovered, interviewers were poised, and interviewees waited nervously. The director then made the call Five, four, three – ACTION!!!!!!!!!!!!!!



Tamaki and Waikowhai students make a film under the direction of Bruce Sanford of Auckland College of Education.



URS Auckland visit for Business Day building connections with business.

What would you like to be doing in a regular classroom?

"I think it's all about choice... choice in what we do and when we do it."

"Why can't I decide what I learn – who writes the rules about what makes learning good?"

"For me, I'd like not to have to relearn things I already know"

In a perfect world...

"You wouldn't get into trouble for doing things a different way"

"You wouldn't be too scared to ask again – that people would laugh at you or mock you for your questions or ideas – are you afraid of public humiliation? I am."



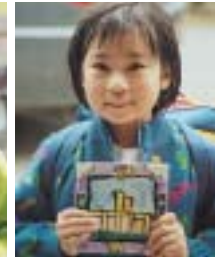
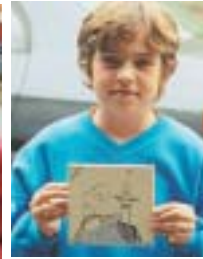
Remember Me?

Amazing, adventurous, acceptable, asian, the semibreve in the sonata, cool as the iceblock in my freezer, frightened of death, dirtiness; the beetle in the group of ants, loves dancing, shopping, a major label basher, loves greens & reds, a magnet for hot pink, great swimmer, friend, buddy, spoilt, hardworking, reliable. Alice

REMEMBER ME? A COLOURFUL COLLAGE, A CHEERFUL CHIMP, CAUTIOUS AND CAREFUL, A SHARP PAIN IN YOUR SIDE, INTROVERT AND EXTROVERT, SHY AS A MOUSE, YET VENERABLE AS A BRIGHT BALLOON, COLLECTOR OF JUNK (I COULD USE IT AGAIN) LOVER OF DANCE, MUSIC AND SONG, FRIGHTENED OF DEATH AND TERRORISM, FASHION QUEEN, A NEW MADONNA WITH A BARBIE DOLL COMPLEXION. CHARLOTTE

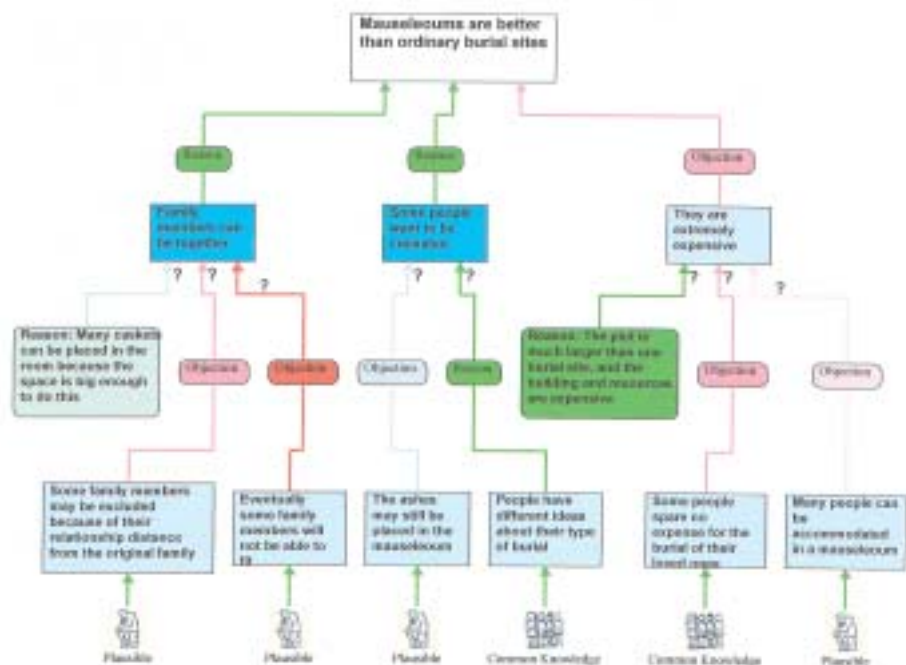
REMEMBER ME? MALE, MAORI, THE QUEEN ON A CHESS BOARD, THE ACE IN A DECK OF CARDS, THE REFEREE OF A FIGHT, A HIGH USER OF OXYGEN, AS QUICK AS A FLY, VIVID IMAGINATION, TWO WHEEL MASTER, A FLOWER AMONG WEEDS, A GREAT COLLECTOR OF MONEY, DRUM CRAZED, LOVER OF POP, ROCK MUSIC & CONSTRUCTION, DISLIKES, GIRLS, VEGIES, AND INJECTIONS. JORDAN

"I received good advice and found out it's not what other's think, it's about what you think!"



Artists Trip to Devonport

We viewed the world through an artist's eyes: a trip to Devonport to an art gallery, a talk by well-known NZ artists, a sketching session at the Devonport wharf, and a tile-painting lesson at Paint The Earth in Takapuna.



Waikowhai

We talk about giftedness and learn new thinking techniques in the heart of Mt Roskill at Waikowhai Intermediate. These kids are adept at questioning the learning. We encourage each other to 'think outside the square'... or as Kristof put it, "I don't just think outside the square, I live outside it!"

"Remember me?" wrote the famous writer, Dylan Thomas, to Waikowhai Gifted Kids. And we did. We read about his life and his struggles. We analysed the writing style of the model. We discussed simile and metaphor and alliteration. And we did it. We wrote about our lives and our struggles. We strived to use successful simile, metaphor and alliteration. Remember us? We asked. And you will. – Trish Le Roy, GKP Teacher.

Trish Le Roy

Tikipunga



Michelle Parsons-Sim



Challenges, ceramics, concentration, creativity and clever constructions, were all part of our 2002 GKP year. And what a great first year it was, packed with challenging and exciting learning adventures. The success of the year was due to many contributing forces all pulling together to make the magic happen: the continuing support of the contributing schools, teachers and principals; the FANTASTIC generosity of all the sponsors, especially the Whangarei RSA for the use of their minivan every Wednesday; and the wonderful support from the GKP families and team.



A special big thank you to Colin Davidson and all the teachers at Tikipunga Primary School, who have embraced the challenge of hosting the GKP unit and who have made us all feel very welcome.

To Laraine Martin, our Northland Trustee, a hundred thousand thank yous for all your help and endless support of the Gifted Kids Programme.



During 2003 the Whangarei unit has grown to embrace five days a week of excellence. We welcome Antonia Harris to the unit, teaching the Thursday and Friday classes.

Michelle Parsons-Sim, GKP Lead Teacher

"It has been a real pleasure watching the GKP Classroom at Tikipunga Primary School evolve from a dream to a reality, from a part-time facility to five days of schooling. The increase in interest and local support indicates not only an acceptance of this programme but the real need for it too. Our school is proud to have been involved in establishing GKP in Whangarei."

COLIN DAVIDSON, PRINCIPAL,
TIKIPUNGA PRIMARY SCHOOL

"GKP is so cool, I can't wait for Wednesdays!"

GKP Parent, "My son loves GKP, he appreciates being treated like an adult."

"We drive over an hour to get to GKP. My daughter was off school sick for the last two days, but she JUST HAD TO come to GKP today."

"I never thought marking someone else's work could be so challenging... you know, adding an idea to their work makes you think harder." remarks a GKP student about peer assessment in the classroom.



Visual Art

Two visits by local artists helped inform our students about ways that artists use signs and symbols. Northland artist Chris Carey talked about the fantastic Northland Sails sculptures for State Highway 1 north of Auckland. Richard Robinson, a talented local artist, talked about using local icons and Northland identity symbols in his artwork. Our students painted symbols onto glass panels, as part of our work on identity.

Shakespeare at the town basin

The 2002 Wednesday class of budding thespians livened up the lunchtime café scene on the Giant chess squares at the Whangarei town basin, by performing the Shakespearean tragedy Romeo and Juliet (aka Love Me Tender).



An exhibition by two contemporary artists was also the venue for a fantastic flax workshop with Joanne Samuels. During our visit we created stunning flax woven flowers, after we collected the flax and discussed how to care for this versatile native plant.

French Lesson

"Need the recipe for profiteroles au chocolate? Ask the GKP kids and they will not only tell you in French, but will make them for you as well! During 2002 both Tuesday and Wednesday classes received French lessons from Reity Roughton." says Michelle Parsons-Sim.

"For linguistically talented children, these lessons give exposure to another language at an early age, an opportunity that they might not otherwise have until they reach elective classes at high school. Learning another language is a great way to become informed about syntax and grammar, it can teach you more about your own language as well." says Julie Mills, Principal.

Remember Me

Remember me with the broken bones of hip hop, singing with the waves of the sea, sitting in the wind and moving with a pencil, with paper flying with the mind of imagination, standing with the pride of life and walking with the beat of my heart.

But at times of darkness, I'm tempered with lightning of Tawhirimatea. I'm moving my fists and feet with the winter leaves. I'm running with the wind, moving with every virus in sight buzzing past me.

I'm viciously vapourising venom, like a vending machine and after that I'm frowning evilly after being attacked by hatred.

Larsen Taylor, age 9

Trustees

Craig Anderson
Lindsay Baragwanath
Christine Fernyhough (Chair)
Rob Fyfe
Tracey Gieck-Morris
Laraine Martin

Staff

Julie Mills Principal
Pam Hook Advisor, Junior High

Tamaki

Julie Mills Lead Teacher
Tiffany Langley Teacher
Justine Keiller Teacher
Rachel Gawn Transport & Lunch Time Assistant

Tikipunga

Michelle Parsons-Sim Lead Teacher
Antonia Harris Teacher
Whaea Nellie Watts Transport

Waikowhai

Trish Le Roy Lead Teacher
Pam Hook Teacher
Fale Palaamo Lunch Time Assistant

Rata Street

Debbie Clark Lead Teacher
Joanne Young Teacher
Christine Greig Teacher
Sharon Clark Lunch Time Assistant

Rotorua

Carol Lester Lead Teacher
Ayson Roberts Lunch Time Assistant

Wainuiomata

Christine Greig Lead Teacher
Nichola Ford Teacher

Relief Teaching Staff

Sue Hodge
Sharyn Mackinnon
Robyn Macleod
Louise Rogers
Kristin Roscherr

GKP Office

Deborah George Trust Manager
Sue Bunce Programme Admin/
PA to Principal
Marissa Glasgow Office Administration

Consultants

Jan Hellriegel Accounts

Volunteers

Alison Feeney Career Day
Sue Lusk Italian Teacher
Nicky Ward Fundraising

Contributing Schools

Our thanks to the schools contributing students to the Gifted Kids Programme, their Boards of Trustees, Principals and Staff. A special thank you to our Host Schools and Principals: Dave Appleyard at Rata Street Primary and Rob Mill at Wainuiomata High School in Wellington, Gary de Thiery at Malfroy Primary and Peta Brown at Sunset Junior High School in Rotorua, Tony Horan at Tamaki Intermediate and Howard Perry at Waikowhai Intermediate in Auckland and Colin Davidson at Tikipunga Primary in Whangarei.

ROTORUA UNIT

Glenholme Primary
John Paul College
Kaharoa Primary School
Kaitao Middle School
Malfroy School
Ngakuru Primary School
Ngangataha Primary School
Mamaku Primary School
Owhata School
Selwyn Primary School
St Mary's Primary School
St Michael's Primary School
Sunset Junior High School
Westbrook School

RATA UNIT

Avalon Primary School
Avalon Intermediate School
Belmont School
Boulcott Primary School
Dyer Street School
Epuni Primary School
Hutt Intermediate School
Kamahi School
Kelson Primary School
Naenae Primary School
Naenae Intermediate School
Pomare School
Rata Street School
St Bernadettes School
St Michaels School
Stokes Valley Primary School
Taita Central School
Tui Glen School

TAMAKI UNIT

Anchorage Park School
Churchill Park School
Cockle Bay School
Glen Taylor Primary School
Glenbrae Primary School
Glendowie Primary School
Kedgley Intermediate School
Matipo Road Primary School
Panmure Bridge School
Papatoetoe East School
Papatoetoe West School
Parnell District School
St Pius X School
Stanhope Primary School
Sylvia Park School
Tamaki Primary School
Tamaki Intermediate School

TIKIPUNGA UNIT

Dargaville Primary School
Dargaville Intermediate School
Hikurangi Primary School
Hurupaki School
Kamo Primary School
Kamo Intermediate School
Kaurihohore Primary School
Manaia View Primary School
Maungakareme Primary School
Maunu Primary School
Ngunguru School
One Tree Point Primary School
Onerahi Primary School

Otagarei School
Parua Bay School
Portland Primary School
Raurimu Ave School
St Francis Xavier School
Tikipunga High School
Tikipunga Primary School
Whangarei Heads School
Whangarei Intermediate School
Whau Valley School

WAIKOWHAI UNIT

Admore Primary School
Balmoral SDA School
Dominion Road Primary School
Good Shepherd School
Halsey Drive School
Hay Park School
Hillsborough Primary School
Kohia Terrace School
May Road School
Royal Oak Intermediate School
Waikowhai Primary School
Waikowhai Intermediate School

WAINUIOMATA UNIT

Arakura School
Fernlea School
Konini School
St Patricks School
Wainuiomata Primary School
Wainuiomata Intermediate School
Wainuiomata High School

Major Sponsors

Hewlett Packard
The Lion Foundation
Microsoft New Zealand Limited
Ministry of Education
Phoenix Foundation

Pumpkin Patch
Rand Foundation/Tappenden Trust
Telecom New Zealand
The Todd Foundation
Rotary Club of Newmarket

Rotorua Energy Charitable Trust
The Salty Grant Trust
Sky City Community Trust
Soar Printing

Sponsors

B & H Anderson
ARA Lodge No 348 IC Charitable Trust
ASB Community Trust
Association of Presbyterian Women
Margaret Blackwell/Hugh Garick
BMW Financial Services
Buchanan Pharmacy
Jon & Robyn Cadwallader
Caffe L'affare
Sir Logan Campbell
Chapman Tripp
Cloverlea School
Lois Dalley Charitable Trust
Electrix Limited
Empower
Explorers Club
Flight Centre

Trevor M Farmer
Lou & Iris Fisher Charitable Trust
George & Sandra Foote
Highway Stabilizers New Zealand
HSBC
Ingenio
Lisa Kuperus
Maurice McCoy Trust
J R McKenzie
Mighty River Power
Milford Rotary
Gareth & Joanne Morgan
Mount Wellington Charitable Trust
Maurice Paykel Charitable Trust
Northern Copiers Services
Pearson Education
Portage Trust

Red Rose Trust
Rotary Club of Remuera
Linda Robert
Rotary Club of Auckland
Rotary Club of Auckland City East
Rotary Club of Ellerslie Sunrise
Rotary Club of St John
Scottwood Group
Gordon Stern
Symantec
Michael Synnott Charitable Trust
Tikipunga Primary School
Tindall Foundation
Variety Club of New Zealand
Chris Webb
Les Wood Masonic Trust

Supporters

Ace Monograms
Auckland College of Education
Avalon Intermediate School
Casual Computers
Cathay Pacific
Colliers Jardine
Compass Communications
Dominion Road School
Hewlett Packard

Indian Ink Theatre
Jabberwocky Bookshop
Malloy Goodwin Harford
Mantrack
Montana
Cr. Cliff Lee
Sue Lusk
David Nicoll
Rogers Riechelmann

Renaissance - Apple Education Division
Rotorua District Council
Showroom 22
Stanhope Rd Primary School
Tonkin & Taylor
Karen Walker
Mike's Woodshop
West Auckland Education Centre
Whangarei Intermediate School



The Gifted Kids Programme

PO BOX 28092
Remuera
Auckland

Office:

90 Anzac Ave, Auckland Central
Tel +64 9 309 1045
Fax +64 9 309 1048
admin@giftedkids.co.nz

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge"

Albert Einstein (1879-1955)