



Identifying disadvantaged []ZnYX'ghi XYblg

- ◆ Use tests which are less dependent on words (e.g. the Raven's Matrices).
- ◆ Use a variety of identification procedures, tuned where possible to specific cultural rather than national norms.
- ◆ Recognise that discovering talent and nurturing talent are not the same thing.
- ◆ Use the best results from multiple criteria, and provide multiple opportunities for discovery, not hurdles.
- ◆ Recognise performance outside the school environment.
- ◆ Recognise multilingual capacity.
- ◆ Include peer, self and parent nomination for high potential.
- ◆ Encourage students to initiate their own projects and learning.
- ◆ Take the students' facilities for learning into account.
- ◆ Watch for bias – make sure that all students have access to facilities available.
- ◆ Recognise pupil efforts and techniques, which attempt to overcome handicaps.
- ◆ Watch out for motivation and interests as clues to potential.
- ◆ Consider more students that are immediately obvious. Positively seek variety – look through the range of subject areas for students with diverse talents.
- ◆ Take more than one opinion, perhaps a group decision; but remember that groups can be dominated by strong characters and that a majority of decision may not always be right.
- ◆ Lively activity outside school and little interest inside school can indicate gifted underachievers.
- ◆ Consult the students themselves.