

THE EIGHT STAGE PROCESS OF CREATING MAJOR CHANGE

What do I Have?	Stages	What do I need?
	<p>1. Establishing a sense of urgency</p> <ul style="list-style-type: none"> - Examining the market and competitive realities - Identifying and discussing crises, potential crises, or major opportunities. 	
	<p>2. Creating the guiding coalition</p> <ul style="list-style-type: none"> - Putting together a group with enough power to lead the change - Getting the group to work together like a team 	
	<p>3. Developing a vision and strategy</p> <ul style="list-style-type: none"> - Creating a vision to help direct the change - Developing strategies for leading that vision 	
	<p>4. Communicating the change vision</p> <ul style="list-style-type: none"> - Using every vehicle possible to constantly communicate the new vision and strategies - Having the guiding coalition role model the behaviour expected of employees 	
	<p>5. Empowering broad-based action</p> <ul style="list-style-type: none"> - Getting rid of obstacles - Changing systems and structures that undermine the change vision - Encouraging risk taking and non traditional ideas, activities and actions 	
	<p>6. Generating short term wins</p> <ul style="list-style-type: none"> - Planning for visible improvement in performance, or 'wins' - Creating those wins - Visibly recognising and rewarding people who make the wins possible 	
	<p>7. Consolidating gains and producing more change</p> <ul style="list-style-type: none"> - Using increased credibility to change all systems, structures and policies that don't fit together and don't fit the transformation vision - Hiring, promoting and developing people who can implement the change vision - Reinvigorating the process with new projects, themes and change agents 	
	<p>8. Anchoring new approaches in the culture</p> <ul style="list-style-type: none"> - Creating better performance through customer and productivity-oriented behaviour, more and better leadership, and more effective management - Articulating connections between new behaviours and organisational success - Developing means to ensure leadership development and succession 	

A Model of Provision for Gifted Education

Strand 1	Strand 2	Strand 3	Strand 4
Expanding Interests	Enriching Education	Providing Differentiated Curriculum	Providing Individualised Support
<p style="text-align: center;">DESCRIPTOR</p> <p>Activities designed to:</p> <ul style="list-style-type: none"> ▪ broaden student interests ▪ identify gifts and/or talents 	<p style="text-align: center;">DESCRIPTOR</p> <p>Activities designed to:</p> <ul style="list-style-type: none"> ▪ develop student interests ▪ identify gifts and/or talents ▪ enhance thinking and learning 	<p style="text-align: center;">DESCRIPTOR</p> <p>Individual, small group and whole class learning experiences designed to:</p> <ul style="list-style-type: none"> • identify gifts and /or talents • expand knowledge and skills within and beyond the regular curriculum 	<p style="text-align: center;">DESCRIPTOR</p> <p>Individual or small group learning experiences where students are challenged at high levels to further develop their gifts and talents.</p>
PARTICIPANTS Any students	PARTICIPANTS Any students	PARTICIPANTS Any students	PARTICIPANTS Identified students
<p style="text-align: center;">PURPOSE</p> <p>To identify any student who may benefit from opportunities to participate in similar activities at a higher level.</p>	<p style="text-align: center;">PURPOSE</p> <p>To identify students, including underachievers, for participation in school teams and/or withdrawal programs.</p>	<p style="text-align: center;">PURPOSE</p> <p>To identify students' learning needs through the provision of differentiated curriculum that addresses different learning styles, rates of learning and degrees of complexity.</p>	<p style="text-align: center;">PURPOSE</p> <p>To provide students who excel, or are capable of excelling in one or more areas, with a negotiated, accelerated progression.</p>
<p style="text-align: center;">INDICATOR</p> <p>For participation in Strand 1 type activities students may display potential for:</p> <ul style="list-style-type: none"> • Advanced interest • Enthusiasm for learning • Motivation • A keen sense of observation • Creativity and originality • Accelerated pace of thinking • Quick recall • Sensitivity, compassion for others • Varying interests • Curiosity • Physical dexterity • Humour • Persistence • Fluid reasoning • Intuitive thinking • Moral judgment • Perfectionism • Entrepreneurship • Leadership 	<p style="text-align: center;">INDICATOR</p> <p>For participation in Strand 2 type activities students may possess:</p> <ul style="list-style-type: none"> • Critical and/or creative thinking ability • Problem solving ability • Philosophical thinking • Leadership skills • High level communication skills • Interpersonal skills • Ability to work in groups • Intrapersonal skills • Advanced physical ability 	<p style="text-align: center;">INDICATOR</p> <p>To participate in a differentiated curriculum, the student is expected to be developing skills which may include:</p> <ul style="list-style-type: none"> • Independent learning ability • Task commitment • Problem solving and finding ability • High level critical and creative thinking skills • Metacognitive skills 	<p style="text-align: center;">INDICATOR</p> <p>To successfully operate as an independent learner, the student is expected to demonstrate a range of characteristics and behaviours from all strands.</p> <p>The student may have an area(s) of intense interest.</p> <p>The student will demonstrate a high level of talent/ability as well as independent learning skills.</p>
OPPORTUNITY <i>Curricular and Extra Curricular Activities</i>	OPPORTUNITY <i>Enrichment Activities and Withdrawal Programs</i>	OPPORTUNITY <i>Classroom Provisions to Enable Curriculum Differentiation</i>	OPPORTUNITY <i>Individualised Pathways</i>
<p>Examples:</p> <ul style="list-style-type: none"> • Challenging tasks • Chance to make learning choices • Webquests • Philosophical inquiry • Learning circles • Class meetings • Learning centres • Clubs (e.g. chess, debating, computer) • Student Council • Competitions • Concerts • Sports days • School camps • Musicals • Art/Drama festivals • Choir • Band • Excursions • Guest speakers 	<p>Examples:</p> <ul style="list-style-type: none"> • Enrichment programs • Days of excellence • Leadership courses • Thinkfest programs • Festivals • Maths challenge programs • Enrichment camps e.g. Writers', The Arts • Industry placements • District trials • Eisteddfods • Vacation schools • In depth field studies • Student exchange e.g. local, interstate, international • Mentors in residence • Real life practice e.g. enterprise education • Expositions 	<p>Examples:</p> <ul style="list-style-type: none"> • Curriculum compacting • Higher order thinking and questioning • Tiered activities • Independent projects and studies • Learning contracts • Interest centres • Multiple intelligences • Clustering of students in classes • Ability grouping within and across classes <p>For information on differentiated curriculum go to: www.learningplace.com.au/en/g&t</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Early entry; primary/secondary/tertiary • Subject acceleration • Year level acceleration • Curriculum compacting • Negotiated, self-paced investigations • Extracurricular programs • Mentoring • Dual enrolments • Centres for excellence (e.g. sport, the arts) <p>Accelerative practices require special consideration. For information go to the EQ Policy: <i>Framework for Gifted Education, Department of Education and the Arts.</i> www.learningplace.com.au/en/g&t</p>

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