

Appendix A

New South Wales Government Strategy for the Education of
Gifted and Talented students

N S W

GOVERNMENT

STRATEGY

FOR THE

EDUCATION

OF

GIFTED

&

TALENTED

STUDENTS

NEW SOUTH WALES GOVERNMENT 1991

OVERALL OBJECTIVE

The overall purpose of the Government Strategy for the Education of Gifted and Talented Students is to maximise the educational outcomes of schooling for gifted and talented students.

SPECIFIC OBJECTIVES

There are three specific objectives of the Strategy for the Education of Gifted and Talented Students which identify areas for improvement in gifted and talented education in NSW schools:

1. to optimise the development of the potential of each gifted and talented student;
2. to promote the development of a flexible approach to the education of students with superior abilities;
3. to ensure the provision of opportunities for these students to be involved in a range of learning experiences that will develop a particular talent or a range of talents.

NSW
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INTRODUCTION

The Government is committed to providing quality education for all students.

The goals of the Government White Paper on curriculum, Excellence and Equity, incorporate a responsibility to ensure that all children, including gifted and talented children, are given the opportunity to reach their maximum potential.

It is incorrect to assume that all gifted and talented students will be successful at school without appropriate intervention.

The Carrick Review states that "the aim of education is to assist in the development of each child's potential". It further states that the "provision for helping children of exceptional ability is not a luxury but a necessity".

The 1990 Education Reform Act, as part of the Objects of the Act, requires that regard should be paid to:

"assisting each child to achieve his or her potential"

and

"provision of opportunities to children with special abilities".

From the standpoint of equality of opportunity, education authorities have a responsibility to nurture gifted and talented students.

In view of the potential contribution and benefits to society, the development of the gifts and talents of these students is imperative.

DEFINITION

For the purpose of this document the following definition will be adopted:

Gifted students are those with the potential to exhibit superior performance across a range of areas of endeavour.

Talented students are those with the potential to exhibit superior performance in one area of endeavour.

It is important to realise that gifted and talented students are not an homogenous group. They do not all exhibit the same traits or characteristics, but rather a wide range of individual differences. No single trait itself constitutes giftedness.

Gifted and talented students often exhibit superior abilities and task commitment, not necessarily in pro-social ways or within the school curriculum. Both gifted and talented students are frequently creative.

Children's gifts and talents may become apparent at different stages of their lives. A child may exhibit talents in one area, eg., art or music, or in a combination of areas.

Gifted and talented children are present in all groups in society, including those requiring remediation in certain subject areas.

PRINCIPLES

The NSW Government endorses the following principles to guide system and school level action in the education of gifted and talented students:

- * Each student has a right to realise his or her potential.
- * Education in NSW is concerned with the development of the potential of each student.
- * Specific provision must be made for gifted and talented students if this aim is to be realised.
- * It is the responsibility of education authorities to provide opportunities for students with a wide range of special gifts and talents.
- * Education authorities have a responsibility to provide training and professional development opportunities in the education of gifted and talented students for teachers and other appropriate personnel.
- * Each school community should recognise its responsibility to provide appropriate educational opportunities for gifted and talented students.
- * Each school should devote a proportion of its resources to the provision of challenging and appropriate programs for gifted and talented students in order to provide a high quality education for these students.
- * Providing for excellence and equity in gifted and talented education will require differential provision, both in individual schools and across local regions.
- * Parents should be actively involved in the education of gifted and talented children.

IDENTIFICATION

Early identification of students with gifts and talents is important. It is necessary also to be aware that gifted and talented students are present in disadvantaged and minority populations.

Identification procedures should involve parents, teachers and other professionals.

The identification process must:

- * be dynamic and continuous
- * allow for identification at any stage of the child's development
- * allow for the highly talented to emerge from the larger talented group
- * ensure that identification of students from disadvantaged and minority populations is not overlooked.

A three part procedure is recommended:

- * nomination and screening
- * placement
- * monitoring.

Nomination and screening should be carried out concurrently.

Screening should involve the use of a number of measures of performance and potential. A student should not be required to perform on all measures of performance at a superior level as a number of complicating factors may be present. Measures which may be used, dependent on age and/or the ability being assessed are: standardised tests of creative and general ability, behavioural checklists, anecdotal records, interviews, products and performance, class grades, multi-dimensional testing.

Nomination allows for the nomination of any student by teachers, parents, peers, or where appropriate, by the child him/herself.

Placement refers to the decision to place students in an existing program, or to develop and implement appropriate strategies. Once the child has been identified, careful consideration of appropriate strategies and close consultation between parents, teachers, counsellors and other professionals must occur.

The placement process should be performed by a local area committee if entry is sought to an across school or regional initiative, or, by a school committee if the program is solely school based.

Monitoring: the previous three steps are all designed to identify and select students for placement in an appropriate program. Monitoring allows for periodical review of the placement or the appropriateness of the program. Placement in a specific program should not be designed to be permanent. The needs of the student may change or the program may need to be adjusted.

Initial and on-going support may be necessary for the parents and classroom teachers of students identified as gifted and talented.

SPECIFIC INTERVENTIONS

A number of approaches are available to systems and schools for the education of gifted and talented students. These approaches, in many cases, may be implemented concurrently.

1. Teaching Strategies

The implementation of appropriate and specific strategies in the regular classroom will form a solid basis for the education of gifted and talented students.

2. Flexible Progression

Involves the promotion of a child to a level of study beyond that which is usual for his/her age group.

It may take various forms:

- * early enrolment
- * early completion of a stage and entry into the next stage in one or more subjects
- * early entry to tertiary education.

3. Vertical Grouping may involve grouping students by ability across age ranges or stages of development.

4. Enrichment is a process of adaptation of the curriculum to enable gifted and talented students to pursue study of a particular topic at greater depth and breadth. Enrichment should form one strand of a total program.

Enrichment involves teaching content beyond the regular curriculum, or, a more in-depth study of a particular topic. This can take place on an individual or group basis and may be conducted by the class teacher, or, by a staff or community member with interest and expertise in the chosen area.

Enrichment may also take the form of the establishment of in-school or across-school interest groups.

These programs must be integrated into the overall education of the child.

5. Specialist Classes and Specialist School Groupings

For some gifted and talented students placement in a specialist class or school may be appropriate.

Specialist Classes may incorporate elements of both enrichment and acceleration. Specialist classes should offer opportunities for both full-time and subject or activity specific attendance from within the school and across the local region. This placement should be subject to regular review.

Specialist Schools: selective high schools, and to some extent specialist high schools and schools designated as Centres of Excellence, fall into this category. Centres of Excellence and specialist high schools, whilst catering for the general student population, have the capacity to meet the educational needs of gifted and talented students.

6. Mentor Programs

Mentor Programs match individual students with mentors who have expertise in a specific area of interest. This may involve regular in-school and after school meetings or mentoring by distance mode.

7. Camps for Gifted and Talented Students

These are camps where courses of study are provided in one or more areas for gifted and talented students. The students are able to pursue knowledge and skills with other students of superior ability.

GIFTED AND TALENTED STUDENTS IN DISADVANTAGED AND MINORITY GROUPS

Gifted and talented students may be found in all groups in society. They may not, however, conform to outdated and/or subjective perceptions of giftedness.

Recent research indicates that gifted and talented students may present as average or well below average in many areas of schooling. Provision will need to be made for these students in overall service delivery.

For example:

1. a student with a learning difficulty or intellectual disability may attend a specialist high school to participate in a specific art program, and at the same time be involved in a Special Education program;
2. an intellectually talented student with learning difficulties may need intensive special education concurrent with involvement in an academic program for gifted and talented students;
3. a student from a non-English speaking background may be involved concurrently in an English as a Second Language program and a program for Gifted and Talented students;
4. a geographically isolated gifted and talented student may receive special provision through distance education and local/distance mentoring to assist in the realisation of his or her full potential.

PORTFOLIO-WIDE INITIATIVES

A Ministerial Advisory Committee will be established comprising representatives of the following organisations:

- * NSW Department of School Education NSW Board of Studies
NSW Association of Independent Schools Catholic Education Commission of
NSW Teachers Federation
NSW Vice-Chancellors Association NSW Federation of Parents and Citizens
NSW Gifted and Talented Children's Association Discretionary Ministerial
appointments (2)
- * The Committee will be chaired by a senior officer of the Ministry of Education, Youth,
and Women's Affairs.
- * This Committee will meet twice per year to monitor and report to the Minister on
the implementation of the Strategy.
- * The Government will encourage tertiary institutions to establish research projects
to conduct research on local programs for, and the local needs of, gifted and
talented children.
- * The Government will encourage tertiary institutions to provide teacher education
programs in Gifted and Talented Education at both under-graduate and graduate
level.

BOARD OF STUDIES

The Board of Studies has a role in guiding curriculum for all students in NSW. The responsibilities of the Board under this strategy are as follows:

- * The Board of Studies will develop curriculum implementation guidelines for the education of gifted and talented students from K to 12. These guidelines will form part of the flexible provision for student needs which will be incorporated into all syllabuses. The Board will provide, for each syllabus, a support document which will include suggestions on providing for gifted and talented students.
- * The Board of Studies, in co-operation with education authorities, will negotiate arrangements with tertiary institutions for joint involvement with schools in relation to the provision of accredited advanced studies for gifted and talented students during their final years of secondary school.
- * The Board of Studies will develop guidelines for the School Certificate and Higher School Certificate which will facilitate the flexible progression of gifted and talented students.

GUIDELINES FOR IMPLEMENTATION

School Level

- * All schools should allocate resources to either school based or across-school programs for gifted and talented students.
- * All schools should raise awareness among their staff members of the needs of gifted and talented students.
- * All schools should develop policy, in conjunction with the school community, that implements the Government's Strategy.
- * All schools should establish links at local level with other schools (government and non-government), and organisations within the community to enhance the co-operative and collaborative development of appropriate programs for gifted and talented students.
- * All schools should seek cross-sectorial co-operation and collaboration in the provision of educational opportunities for gifted and talented students.
- * Each school should nominate a staff member to act as co-ordinator and liaison person for the school in the local region and to participate in the establishment of a local mentor register.
- * All schools should facilitate the participation of all staff members in at least one introductory in-service course addressing the education of gifted and talented students in 1992-93.
- * After 1995 all schools, where feasible should seek to employ at least one teacher who has training in the education of gifted and talented students.

System Level

- * Each education authority should begin the implementation of the Government Strategy in 1991.
- * Each education authority should ensure that, as a result of this Strategy, current policy is reviewed and a policy statement in relation to Gifted and Talented Education is developed, together with comprehensive implementation guidelines.
- * Each education authority should ensure that opportunities are provided for central, regional, and school staff to participate in professional development activities to support the implementation of this Strategy.

BOARD OF STUDIES INITIATIVES FOR GIFTED AND TALENTED STUDENTS

The following Statements provide an overview of the major initiatives to be undertaken by the Board of Studies in 1991/92 to improve the educational outcomes for gifted and talented students.

Syllabus Documents

Board syllabuses will contain statements of expected outcomes at the end of specified stages of the syllabus. This will enable students to progress at their own pace and under the guidance of the school to proceed to the next syllabus stage when they have demonstrated the outcomes of a particular stage of work. This syllabus framework provides teachers with the means to identify talented students in particular areas. It also provides the syllabus content through which these students' potential may be developed.

The Board's syllabuses will provide a framework for accelerated progression as a means of meeting the needs of gifted and talented students. Acceleration may be in one or more subjects. The decision to accelerate a student will generally be a school decision and will take into account all the relevant factors, including social maturity and the need for peer interaction. The structure within which acceleration occurs that is whether by vertical grouping, whole stage 'promotion' or other structures, is also a matter for the school.

School Certificate

The Board will no longer require mandatory hours of study for the School Certificate. In future, secondary study requirements and syllabus/course requirements will be given an indicative or approximate time allocations. Exceptional students may well complete the Year 10 body of work (outcomes for Stage 5) before chronological Year 10.

Higher School Certificate

The Board will make provision for candidates to sit the HSC examination in one subject earlier than their age cohort, at the discretion of the school principal. The marks gained in the HSC examination the year before in the one subject presented in that year will be carried forward for possible inclusion in the TER.

The Board will provide for some exceptionally talented candidates to complete the HSC in all subject in advance of their cohort. Applications for students to accelerate in all HSC subjects will be subject to the approval of the Board.

Distinction Courses

The Board will develop Stage 7 Distinction Courses to meet the needs, in Year 12, of students who have completed (at the highest level) one HSC subject in Year 11. The Board will discuss the development and accreditation of these courses with tertiary institutions.

IMPLEMENTATION PLAN FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS IN NSW GOVERNMENT SCHOOLS

The NSW Department of School Education has developed a comprehensive Implementation Plan for the Education of Gifted and Talented Students. The strategies outlined in the Implementation Plan ensure a system-wide approach for the education of gifted and talented students in Government schools. The plan links schools, clusters, regions and the central executive in a coordinated program to meet the specific objectives of the Government Strategy in accordance with its guiding principles.

The following Statements provide an overview of the major initiatives to be undertaken by the Department of School Education in 1991 to improve the educational outcomes for gifted and talented students.

April 1991

Tertiary Training for Cluster Directors and Key Regional Personnel

In a significant professional development initiative, ten cluster directors and twenty other key regional personnel are to be provided with a seven day residential training course at Charles Sturt University, Bathurst. This initiative will provide each region with a strong team to coordinate its provisions for gifted and talented students.

Specialist Schools and Classes

Ten schools in metropolitan Sydney currently provide Opportunity Classes for academically gifted upper primary students. Nearly one thousand students attend these classes. This provision will be reviewed, in consultation with the community, as a basis for expansion, as appropriate, into other education regions of the State. Nearly ten thousand academically gifted students are currently accommodated in seventeen Selective High Schools and four Agricultural High Schools in metropolitan and country centres. The current selection procedures will be reviewed to ensure equity for disadvantaged groups. The Conservatorium High School, Newtown High School of the Performing Arts, Technology High Schools and Centres of Excellence will continue to provide educational options to meet the needs and interests of gifted and talented students.

Mentor Programs for Students

The establishment of programs which encourage community members and industry representatives to form mentor relationships with gifted and talented students will receive promotion and publicity statewide. Schools and clusters, in liaison with their communities, will compile registers which identify a range of people who are available to provide support and act as role models for gifted and talented students. In order to assist program implementation, guidelines will be developed and information exchange between schools will be encouraged.

Community Involvement

Academics, industry representatives, and members of professional groups will be encouraged to participate in school and cluster programs for gifted and talented students. Parents and students will work with teachers and the school executive in making decisions about program options. Information will be shared through newsletters and brochures publicising student achievements and program initiatives statewide. Each region and the central executive will designate senior officers to coordinate information and act as contact people for the general public.

Out-of-school hours Centres

The Department is planning pilot studies of out-of school-hours centres such as the 'Kids College', which is located at Richmond Public School. New community based special interest centres will be opened if their viability is established by these studies. Such centres have the potential to provide enrichment activities for gifted and talented students and to link with Mentor Programs involving community volunteers.

Programs in the Regular Classroom

The implementation of appropriate and specific strategies in the regular classroom will form a solid basis for the education of gifted and talented students.

Professional Associations

Liaison with state and national parents' and educators' associations for gifted and talented students will be strengthened. Links with professional teachers' associations will be maintained to highlight the important contribution these associations can make to the education of gifted and talented students. Increased participation by members of the above associations will be sought in regional and school-based activities to support gifted and talented students.

Technology

The Department of School Education will increase the use of all facets of technology to enrich the education of gifted and talented students, including the extension of curriculum options. Technology High Schools will have a special role in identifying suitable resources, for example computer software, for use by other schools. Some students will develop their own software and design their own technologies. Students will be able to share their insights, communicating with one another through their local Education Resource Centres. The Department will increase the use of technology to meet the needs of gifted and talented students in isolated areas.

Resource Development

A mapping exercise is currently underway to identify the extensive range of programs and curriculum support materials currently used by schools in the education of gifted and talented students. The management of all these resources will be assisted by a statewide database facility within the New South Wales Curriculum Information Network (NCIN).

Performances, Competitions and Award Schemes

The diversity of high quality primary and secondary schools' concerts will continue to provide enrichment opportunities for gifted and talented students in many areas of the performing arts such as orchestras/ ensembles, dance and drama. Competitions and award schemes such as the Young Innovator of the Year and the Tournament of Minds, will be actively encouraged and supported to provide enrichment opportunities for all students, especially those who are gifted and talented.

1991 Policy Statement

The current Departmental Policy on Gifted and Talented Students is being revised to reflect:

- * current trends in educational provisions for these students;
- * The Government Strategy on gifted and talented children; and
- * the Board of Studies guidelines for flexible progression, including vertical grouping.

The synthesis of these significant 1991 developments into a Policy Statement will provide schools with the framework necessary to ensure optimum educational outcomes for gifted and talented students.

Appendix B

New South Wales Department of School Education Policy
Statement for the Education of Gifted and Talented Students

POLICY

FOR THE

EDUCATION

OF

GIFTED

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STUDENTS

NSW Department of School Education

Foreword

The Department of School Education identifies and develops gifts and talents among its students.

This policy and the associated implementation strategies, developed through extensive consultation over the past year, specify responsibilities and provide guidance for teachers, schools, regions and the central executive of the NSW Department of School Education.

The new policy is more comprehensive and flexible than its predecessor. It requires teachers and school communities to extend and enrich the curriculum to challenge gifted and talented students. It encourages the continuing development of appropriate strategies including early entry to school and accelerated progression. There will be ongoing community consultation regarding the implementation of the policy, particularly in relation to strategies such as the provision for early entry into schools.

Programs to realise the full potential of gifted and talented young people must be balanced and implemented in a manner appropriate to the needs of the individual.

The NSW Department of School Education Policy for the Education of Gifted and Talented Students, aims to achieve educational equity and high quality outcomes for all gifted and talented students, regardless of race, gender, socioeconomic or sociocultural backgrounds, and to ensure that these students are extended and enriched throughout their schooling.

Denis W Ralph
Acting Director-General of School Education
 November, 1991

Policy for the Education of Gifted and Talented Students 1991

Rationale

This policy statement complements the NSW Government Strategy for the Education of Gifted and Talented Students. The overall aim of the policy is to maximise the educational outcomes of schooling for gifted and talented students.

Government schools have a responsibility to educate all students to their full potential.

The policy adopts the definitions of gifted and talented articulated in the NSW Government Strategy statement.

Gifted students are those with the potential to exhibit superior performance across a range of areas of endeavour.

Talented students are those with the potential to exhibit superior performance in one area of endeavour.

It is critical for gifted and talented students to be given appropriate opportunity, stimulation and the experiences to develop their potential and satisfy their learning needs. Special emphasis will also be given to identifying those students whose gifts and talents may have been previously overlooked.

Gifted and talented students are to be found in all communities regardless of their sociocultural or socioeconomic backgrounds.

It is important for teachers to be sensitive to factors which can help or hinder the recognition and development of special gifts and talents in young people.

These factors are:

- * motivation
- * self esteem
- * peer pressure
- * socioeconomic and sociocultural
- * cultural and linguistic
- * disability

Giftedness and talent may occur in many different areas including the creative arts, academic subjects, social and leadership skills and sporting interests.

Opportunities for students to achieve their full potential should be provided as a matter of daily routine. Such opportunities may be created within a class, among groups of classes or schools, or by regionally or centrally-designed programs and initiatives.

Policy Statement

This policy statement recognises that decision making in relation to provisions for gifted and talented students is a complex and interactive process.

School principals, in consultation with parents, teachers, school counsellors and other appropriate personnel, have the prime responsibility for decisions in relation to the education of gifted and talented students.

1. School communities have a responsibility to identify their gifted and talented students.
2. School communities have a responsibility to provide a range of opportunities for their gifted and talented students.
 - 2.1 School Principals have the final responsibility for deciding when the early entry to school of a student who is intellectually gifted and talented is appropriate to meet the student's educational, social and emotional needs.
 - 2.2 School Principals have the final responsibility for deciding when any form of accelerated progression is appropriate for individual gifted and talented students in Years K-12 to meet the student's educational, social and emotional needs.
3. Teachers have a responsibility to identify the gifted and talented students in their classes.
4. Teachers have a responsibility to select a variety of teaching strategies for inclusion in programs for the range of gifted and talented students in their classes.
5. Regions and schools have a responsibility to coordinate school provisions for gifted and talented students when it is feasible for more than one school to share this responsibility.
6. Regions and schools have a responsibility to provide staff development opportunities in the education of gifted and talented students for principals, teachers and other appropriate school personnel.
7. The Director-General and the Central Executive have a responsibility to account for the implementation of Government policy and to report on the outcomes of schooling for gifted and talented students in NSW Government schools.

This policy statement must be read in conjunction with the NSW Government Strategy for the Education of Gifted and Talented Students.

Policy for the Education of Gifted and Talented Students 1991 ISBN 0 7305 8951 X

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This policy and the associated implementation strategies, developed through extensive consultation over the past year, specify responsibilities and provide guidance for teachers, schools, regions and the central executive of the NSW Department of School Education.

The new policy is more comprehensive and flexible than its predecessor. It requires teachers and school communities to extend and enrich the curriculum to challenge gifted and talented students. It encourages the continuing development of appropriate strategies including early entry to school and accelerated progression. There will be ongoing community consultation regarding the implementation of the policy, particularly in relation to strategies such as the provision for early entry into schools.

Programs to realise the full potential of gifted and talented young people must be balanced and implemented in a manner appropriate to the needs of the individual.

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Gifted and talented students are to be found in all communities regardless of their sociocultural or socioeconomic backgrounds.

It is important for teachers to be sensitive to factors which can help or hinder the recognition and development of special gifts and talents in young people.

These factors are: motivation, self esteem, peer pressure, socioeconomic, sociocultural, linguistic and disability.

Giftedness and talent may occur in many different areas including the creative arts, academic subjects, social and leadership skills and sporting interests. Opportunities for students to achieve their full potential should be provided as a matter of daily routine. Such opportunities may be created within a class, among groups of classes or schools, or by regionally or centrally-designed programs and initiatives.

Policy Statement

This policy statement recognises that decision making in relation to provisions for gifted and talented students is a complex and interactive process.

School principals, in full consultation with parents, teachers, counsellors and other appropriate personnel, have the prime responsibility for decisions in relation to the education of gifted and talented students.

1. School communities have a responsibility to identify their gifted and talented students.
2. School communities have a responsibility to provide a range of opportunities for their gifted and talented students.
 - 2.1 School Principals have the final responsibility for deciding when the early entry to school of students who are intellectually gifted and talented is appropriate to meet their educational, social and emotional needs.
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3. Teachers have a responsibility to identify the gifted and talent students in their classes.
4. Teachers have a responsibility to select a variety of teaching strategies for inclusion in programs for the range of gifted and talented students in their classes.
5. Regions and schools have a responsibility to coordinate school provisions for gifted and talented students when it is feasible for more than one school are this responsibility.
6. Regions and schools have a responsibility to provide staff development opportunities for principals, teachers and other appropriate school personnel in the education of gifted and talented students.
7. Director-General and the Central Executive have a responsibility to account for the implementation of this policy and to report on the outcomes of schooling for gifted and talented students in NSW Government schools.

This policy statement must be read in conjunction with the NSW Government Strategy for the Education of Gifted and Talented Students

POLICY STATEMENT 1

School communities have a responsibility to identify their gifted and talented students.

Implementation strategies

- 1.1 Schools will develop methods for the identification of their gifted and talented students.

These methods are to be made known to members of the school community.

- 1.2 A wide range of methods is needed to ensure that all students who are gifted and/or talented are identified. There are many reasons why gifted and talented students may be difficult to identify. They may be:

- * students from non-English-speaking backgrounds
- * Aboriginal students
- * students disadvantaged by gender inequity
- * socio-economically disadvantaged students
- * students with physical and/or sensory disabilities
- * students With specific learning difficulties
- * students diagnosed as intellectually disabled
- * isolated students
- * conduct-disordered students.

- 1.3 The identification process must:

- * be school-wide
- * be organised
- * be dynamic and continuous
- * be justifiable
- * allow for early identification
- * ensure that identification of students from disadvantaged and minority populations is not overlooked
- * ensure that all areas of giftedness and talent are identified
- * allow for the development of competence in English as a second language among students from non-English speaking backgrounds.

1.4 The school should recognise that certain factors may inhibit the expression of giftedness or talents:

- * students may actively disguise their giftedness and talents to seek peer acceptance and thereby avoid identification
- * students may actively disguise their giftedness and talents to avoid appearing different
- * students may lack motivation to achieve in school-oriented tasks
- * students belonging to those groups identified in 1.2 may need intervention programs which enable their giftedness and talent to flourish
- * parents may be reluctant to acknowledge or may be unaware that their child is gifted or talented

1.5 Schools may seek the support of Regional Gifted and Talented Students Committees and other regional networks in providing:

- * means appropriate for recognising creativity as well as general ability
- * performance and behavioural indicators to assist teachers to recognise gifted and talented students in a variety of areas
- * structures which encourage gifted and talented students to work together in a variety of educational contexts.

POLICY STATEMENT 2

School communities have a responsibility to provide a range of opportunities for their gifted and talented students.

Implementation strategies

- 2.1 Schools' policies should evolve through implementing and documenting effective school procedures for the education of gifted and talented students.
- 2.2 Schools should identify a person or persons responsible for the implementation of the policy for gifted and talented students in their schools.
- 2.3 A school committee with appropriate representation should be identified. The principal will decide if issues related to confidentiality or working procedures may affect the committee's composition.

The school's responsibilities include:

- * ensuring that awareness is raised among the staff regarding the needs of gifted and talented students
- * helping individual teachers to meet the needs of gifted and talented students in all key learning areas
- * developing and overseeing the school's programs
- * monitoring the school's programs as a basis for making improvements and reporting achievements
- * establishing and maintaining liaison with parents
- * ensuring that the procedures for placing individual gifted and talented students in specific programs are operating effectively
- * identifying and managing the resources necessary for program implementation
- * identifying the needs for professional development and making recommendations to the school's staff development committee or coordinator
- * identifying and establishing, where appropriate, links with other schools (Government and non-Government), other educational institutions, community groups, service organisations, cultural and sporting bodies, business communities, and professional organisations. These links may form a basis for mentor programs, enrichment opportunities, broader educational perspectives or initiatives, and sponsorships.

2.4 Whole-school provisions could include:

- * Mentor Programs - these programs link individual students with community members who have expertise in particular areas. Schools can approach their Regional Gifted and Talented Students Committee to seek the assistance of mentors.
- * Acceleration - students who achieve curriculum outcomes more quickly than their peers may be accelerated in a variety of ways.
- * Vertical Grouping - this may involve bringing together gifted and talented students of different ages with others who have similar abilities, interests and aptitudes.
- * Gifted and Talented Students' Camps - these bring together students, teachers and community members working together to develop students' gifts and talents.

2.5 Schools may form their own full-time or part-time classes or join with other schools in the region, for enrichment or acceleration programs.

This may include provision of special programs whereby schools may develop in-class or additional extension and enrichment programs for identified students. Tutorial classes would be an example of such a program.

2.6 Centres of Excellence opportunity classes elective and specialist secondary schools cater for gifted and talented students.

POLICY STATEMENT 3

Teachers have a responsibility to identify the gifted and talented students in their classes.

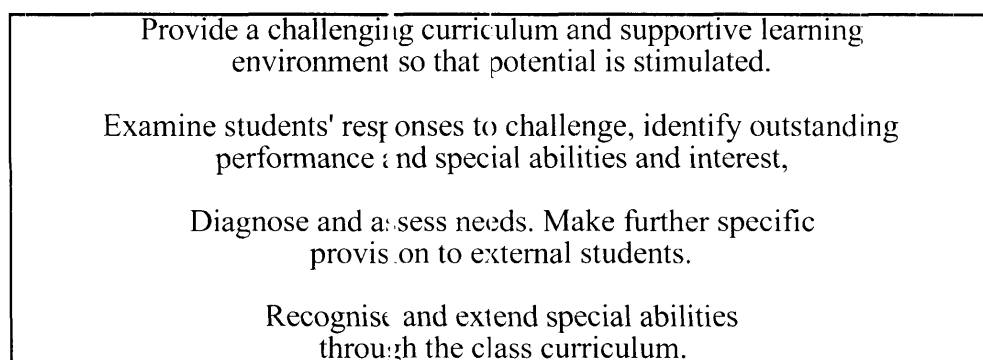
Implementation strategies

- 3.1 The classroom teacher is to be aware of a variety of methods of identifying gifted and talented students.

The classroom teacher may initiate the identification of gifted and talented students.

Identification is an integral part of the teacher's process of recognising student differences. It is fundamental for devising a stimulating and challenging class program.

The diagram below illustrates a classroom process for identifying and providing for gifted and talented students.



Reference: Extending children's special abilities, Ministry of Education, Victoria 1986

- 3.2 Teachers in consultation with parents, school counsellors and other appropriate personnel, should use a diverse combination of methods for judging student performance and potential.

Methods should be selected on the basis of age and/or the particular ability to be assessed. These may include: anecdotal records, interviews, products and performance, class grades, behavioural checklists and standardised tests of creative and general ability.

- 3.3 Any student may be nominated for placement in a specific program by teachers, parents, peers, or, where appropriate, by the individual student.

POLICY STATEMENT 4

Teachers have a responsibility to select a variety of teaching strategies for inclusion in the programs for the range of gifted and talented students in their classes.

Implementation strategies

4.1 To encourage high achievement, originality, problem-solving, higher order thinking skills and creativity, teachers should consider the individual needs of the gifted and talented students in their classes.

4.2 A variety of teaching/learning strategies may be considered.

Teachers can:

- * give opportunities for students to initiate discussion and to think creatively
- * guide students through a range of problem-solving processes
- * pose open-ended questions, activities and assignments
- * use group work, allowing scope for leadership, cooperative decision making and student-initiated perspectives
- * make use of contract work, with students negotiating the contract components
- * encourage individual research
- * provide opportunities for peer tutoring
- * involve mentors who are community members with specific expertise
- * introduce individualised enrichment programs
- * extend the curriculum

POLICY STATEMENT 5

Regions and schools have a responsibility to coordinate school provisions for gifted and talented students when it is feasible for more than one school to share this responsibility.

Implementation strategies

- 5.1 Each region will nominate a senior officer who will have responsibility for the education of gifted and talented students as a part of a statement of duties.
- 5.2 This officer will chair a regional committee which develops and oversees regional plans made in response to schools' needs regarding gifted and talented students. The regional committee should include representatives from:
 - * primary schools
 - * secondary schools
 - * school counsellors
 - * tertiary institutions
 - * parent groups
 - * community members.
- 5.3 The regional committee may assist with the provision of links between schools, and between schools and outside agencies, to support programs that cannot feasibly be provided by an individual school, eg. mentor programs and out-of-school-hours programs.
- 5.4 Problems of distance in country regions may necessitate the formation of alternative co-ordination mechanisms.
- 5.5 Educational provisions for gifted and talented students will be included in regional management plans.
- 5.6 Regions are to develop strategies to respond to schools' requests for support in identifying gifted and talented students, and in providing programs for gifted and talented students.

POLICY STATEMENT 6

Regions and schools have a responsibility to provide staff development opportunities for teachers and other appropriate school personnel in the education of gifted and talented students.

Implementation strategies

6.1 Regions and schools should provide:

- * teacher and parent support networks
- * professional development courses in response to the identified needs of students, schools and teachers.

6.2 Regions and schools should ensure that, by the end of 1993, all staff members will have had the opportunity to participate in at least one professional development course in the education of gifted and talented students.

6.3 Assistant Directors-General (Regions) may approve requests from school wishing to use the merit selection process for the appointment of teacher' with expertise in the education of gifted and talented students. School should seek to employ by 1995 at least one teacher who has qualification' gained through either training or experience in the education of gifted an talented students.

POLICY STATEMENT 7

The Director-General and the Central Executive have a responsibility to account for the implementation of Government Policy and to outcomes of schooling for gifted and talented students in NSW Government schools.

Implementation strategies

- 7.1 The Director-General will nominate a senior officer to have responsibility for policy on the education of gifted and talented students.
- 7.2 On matters related to the education of gifted and talented students in Government schools the Director-General and the Central Executive will:
 - * provide representation on government policy and advisory committees
 - * advise the Government
 - * liaise with the Board of Studies
 - * communicate with interstate, Commonwealth and international bodies
 - * consult with key parent and community groups, professional associations and tertiary institutions.

ACCELERATION AND THE EDUCATION OF GIFTED AND TALENTED STUDENTS

Implementation strategies

In order to meet the educational needs of gifted and talented students effectively, schools should consider using a range of provisions. Acceleration is one way of providing for gifted and talented students.

Acceleration is any strategy which allows students to progress more quickly than their age peers. It usually involves changes in school organisation and in the curriculum. Counselling provisions for accelerated students are necessary.

Some students are accelerated learners. They have cognitive abilities which allow them to learn much more quickly than their age peers. Acceleration programs are a response to the needs of these learners.

Accelerated learners who have access to the acceleration provision have the opportunity to reach a higher level of understanding and performance in a subject, or to undertake studies and activities at a higher grade or level.

The following types of acceleration may provide for the educational needs of gifted and talented students:

Content acceleration

This type of acceleration permits each student to progress in a subject or content area at the rate that best suits the student's ability and current performance. It may occur in primary or secondary school and take any of the following forms:

(a) Individual progression

This can take place through:

- * individualised work (eg. the use of contracts or modules independent study)
- * classroom grouping practices (e.g. students may be grouped in primary or secondary classes according to ability and permitted to proceed at their own pace; contracts or modules of work may be employed)
- * vertical grouping (or family grouping) in which individual progression is possible.

(b) Enrichment

Some forms of enrichment are equivalent to acceleration, ie. when they provide for advanced content, higher order thinking skills and/or advanced performance.

Year (or Grade) Acceleration

There are two types of year acceleration:

(a) Early Entry

Some young children who are intellectually gifted may be enrolled in kindergarten early. Similarly, some students may obtain early entry to secondary school or tertiary institutions.

(b) Grade (Year) Skipping

Some students who are well advanced in several aspects of their work may 'skip a grade'. (Board of Studies documents, and syllabus documents describe the expectations related to students' learning outcomes which will guide teachers in assessing a student's performance.)

Implications of acceleration

As a result of some forms of acceleration students may undertake a range of other studies in greater depth, including:

- * an extra school subject (eg. elective courses)
- * an integrated 'thematic' subject
- * a secondary subject by distance education
- * a tertiary subject by distance education or by part-time on campus study at a tertiary institution
- * independent study
- * time out for an overseas or Australian exchange
- * early entry to study at a tertiary institution.

Curriculum Requirements for NSW Schools, Board of Studies, NSW, July 1991.

Guidelines for Accelerated Progression, Board of Studies, NSW, July 1991.

School considerations about acceleration

The implementation of an acceleration program has implications for teaching and counselling across the whole school. The following issues need to be considered:

1. A total school policy is required.

Any changes made in one year may have implications for the whole school. In accelerating students' learning, consideration must be made of the effects in subsequent years. School staff and parents need to have common understanding about why and how acceleration occurs in the school.

2. Students' social and emotional development is a major factor.

While a student's academic performance is a key factor in considering any type of acceleration, the student's social and emotional development must also be carefully considered.

3. Counselling is required.

Gifted students whose accelerated program places them in a different age cohort or a different location (eg. a withdrawal program) should be counselled about the reasons for, and implications of, the new placement and should have the opportunity to return to their previous situation if necessary.

4. Qualitatively different work should be offered.

If acceleration simply results in additional amounts of work, it may be entirely counterproductive. There should be a corresponding modification in the quality of work so that it:

- * entails more advanced concepts
- * stimulates higher order thinking skills (ie. entails comparison, value judgements, synthesis, evaluation, and opportunity for reflection and critical analysis).

5. Research and independent study skills should be taught.

Acceleration programs may involve problem-solving sessions in small groups or independent study. Accelerated learners must be taught how to locate information, to define problems, to outline aims, to summarise salient points, and to evaluate their own products.

6. Teaching strategies may need to be modified.

Teachers may need to modify their teaching strategies when working with gifted students, as they frequently require less explanation, fewer routines, and reduced time for revision. There may be an increased need for discussion, groupwork, exploration of issues, and an emphasis on 'guidance' rather than on 'direct instruction'.

Reference for pages 14-17, Braggett (1991).

EARLY ENTRY TO PRIMARY SCHOOLS - POLICY STATEMENT

STATEMENT 2.1

School principals have the final responsibility for deciding when the early entry to school of students who are intellectually gifted is appropriate to meet their educational, social and emotional needs.

Early entry is a placement procedure. This placement should not be considered an educational program. Schools should ensure that an appropriate educational program is available if they decide on this type of student placement.

Educational programs for these students may contain:

- * content acceleration to match the students' abilities
- * thoughtfully planned, relevant enrichment
- * special instruction with the opportunity to work closely with other students of similar levels of ability
- * the opportunity to work with mentors who have high levels of expertise

Educational programs may be provided for a group of gifted students so that they study with others of similar levels of ability.

The curriculum for gifted students should be academically rigorous, intellectually stimulating, and sufficiently flexible to meet their educational, social and emotional needs.

Recommendations

It is recommended that:

- * principals consider children aged four or older (at 31 January of the year of enrolment) as appropriate for early entry.
- * schools seek appropriate inservice training if it is needed by the teacher of the receiving class.
- * clusters of schools work together and maintain a bank of information about the management of all aspects of early entry.
- * each cluster should identify a reference person with early schooling expertise and experience in gifted and talented students' education. This person should be contacted and advise schools regarding alternative options to early entry. These options should be developed through discussion between parents/ caregivers, preschool teachers, primary school teachers, and gifted and talented students committee representatives.
- * schools may seek advice from the Regional Gifted and Talented Students Committee when making decisions about early entry, and when planning provisions for these students.
- * screening should involve the use of measures of performance and potential. These may include: anecdotal records, interviews, standardised tests of cognitive ability and behavioural checklists.
- * Each school which accepts a student for early entry will provide information on program and support structures to the senior regional officer with responsibility for gifted and talented students, to enable the establishment of a regional database.

Specific criteria to guide student placement for early entry to primary school.

School principals should use these guidelines when determining suitability for early entry to school.

1. When a student is being considered for early entry the school should carry out a comprehensive psychological evaluation of intellectual functioning, academic skills and social-emotional adjustment. This should be undertaken by a school counsellor or a registered psychologist.
2. Academically, students should demonstrate levels of skill which are well above the average of the class they desire to enter.
3. Judgements about the student's emotional maturity should include input from the student's parents and the school counsellor or psychologist. Some gifted and talented students may have social or emotional problems due to the lack of a compatible peer group. It is important that teachers do not confuse the absence of close peer relationships with social immaturity. Early entry may alleviate such a problem.
4. Ideally, early enrolment should occur at natural entry points, such as the beginning of the school year. However, placement at other times may be desirable where the student's previous teacher and the receiving teacher may more easily confer about the best way to help the student to make a smooth transition.
5. A student's physical size, physical or sensory disability should not prohibit early entry to school.
6. Advanced placement should be reviewed after one term. At this time the committee who made the initial decision for early entry should reconvene to evaluate the placement.

Feldhusen, J. F., Proctor, T. B. & Black, K. N. (1986).

STATEMENT 2.2

School principals have the final responsibility for deciding when any form of accelerated progression is appropriate for gifted and talented students in Years K-12 to meet their educational, social and emotional needs.

Accelerated progression is a placement procedure, not an educational program. Schools should ensure that an appropriate educational program is available for all students whose progression is accelerated in one or more subject areas.

Educational programs for accelerated students may contain:

- * content acceleration to match the students' abilities
- * thoughtfully planned, relevant enrichment
- * special instruction with the opportunity to work closely with other students of similar levels of ability
- * the opportunity to work with mentors who have high levels of expertise.

Educational programs may be provided for a group of talented students so that they study with others of similar levels of ability.

The curriculum for gifted students should be academically rigorous, intellectually stimulating and sufficiently flexible to meet their educational, social and emotional needs.

Recommendations

It is recommended that:

- * clusters of schools work together and share resources and information about the management of the accelerated progression of talented students.
- * in cases where partial or full acceleration from primary to secondary schools is being considered, close liaison between schools should take place before acceleration is commenced.
- * schools may seek advice from the Regional Gifted and Talented Students Committee or other regional networks when making decisions about accelerated progression in individual cases and when planning provisions for these students.
- * schools refer to Guidelines for Accelerated Progression (Board of Studies, July, 1991).

Specific criteria to guide student placement for accelerated progression of students K-12.

School principals should use these guidelines in determining students' suitability for accelerated progression.

1. When a student is being considered for accelerated progression, the school should carry out a comprehensive psychological evaluation of intellectual functioning, academic skills and social-emotional adjustment. This should be undertaken by a school counsellor or a registered psychologist.
2. Academically, the student should demonstrate levels of skill which are well above the average of the class she or he desires to enter.
3. Judgement about the student's emotional maturity should include input from the student's parents and the school counsellor or psychologist. Gifted students are sometimes rejected by their classmates. It is important that teachers do not confuse the absence of close peer relationships with social immaturity. Principals should be aware that social or emotional difficulties may have been caused by inappropriately low grade placement. In such cases the problem may be alleviated by accelerated progression. Failure to advance a highly gifted student may result in poor study habits, apathy, lack of motivation, and poor adjustment.
4. Ideally, accelerated progression should occur at natural entry points, such as the beginning of the school year. However, placement at other times may be desirable where the student's previous teacher and the receiving teacher may more easily confer about the best way to help the student to make a smooth transition.
5. A student's physical size, physical or sensory disability should not prohibit accelerated progression.
6. The accelerated progression should be reviewed. This could take place, for example, after one term. At this time the case committee will reconvene to evaluate the placement and make recommendations about its continuation.

Feldhusen, J. F., Proctor, T. B. & Black, K. N. (1986).

References

1. Board of Studies, NSW, 1991. Curriculum Requirements for NSW Schools.
2. Board of Studies, NSW, 1991. Guidelines for Accelerated Progression.
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4. Feldhusen, J. F., Proctor, T. B. & Black, K. N. (1986). "Guidelines for grade advancement of precocious children", *Roeper Review* (1) 25-27.
5. Gagné, F, 1985. "Giftedness and talent: Reexamining a reexamination of the definitions", *Gifted Child Quarterly*, 29 (3,103-112).
6. NSW Ministry of Education, 1991. Government Strategy for the Education of Gifted and Talented Students.
7. Victorian Ministry of Education, 1986. Extending Children's Special Abilities.

Survey questionnaires administered to Primary Preservice Teachers
Stimulus Characters A-H

NB: The following two pages were attached to the front of each of the eight questionnaires.

PRESERVICE TEACHER ATTITUDES TOWARDS STUDENTS**SECTION ONE: Background Information**

DO NOT WRITE YOUR NAME. THIS SURVEY IS STRICTLY CONFIDENTIAL.

Name of your University _____

For each of the following questions please tick (✓) the appropriate box
Please tick **only one box** for each question.

I am ☐ Female

☐ Male

What semester of study are you in?

<input type="checkbox"/>	one
<input type="checkbox"/>	two
<input type="checkbox"/>	three
<input type="checkbox"/>	four
<input type="checkbox"/>	five
<input type="checkbox"/>	six
<input type="checkbox"/>	seven
<input type="checkbox"/>	eight

What course of teaching are you studying?

<input type="checkbox"/>	primary
<input type="checkbox"/>	secondary

SECTION TWO: Instructions

***PLEASE READ THE FOLLOWING INSTRUCTIONS
CAREFULLY BEFORE BEGINNING***

This study aims to gather information on a wide range of issues about your perceptions concerning the education of primary school students. In the following questionnaire you will be presented with a brief description of one type of primary student. Read the description carefully then look at the words or phrases listed beneath it. You will find a ***yes*** or ***no*** next to each item. Circle the ***yes*** next to the words or phrases which you think ***usually*** characterise the type of student described in the paragraph. Circle ***no*** next to the words or phrases which ***do not usually*** characterise the kind of student described in the paragraph. Choose the response that MOST CLOSELY represents your opinion.

Try not to spend too much time on any one question, your initial response is usually a more accurate indication of your true thoughts.

Your responses will be treated in the STRICTEST CONFIDENCE.

Lastly, your time and efforts are most appreciated and the research findings from this important project will be made available to you as soon as possible.

***Any questions regarding this survey can be directed to Neil
Carrington***

***C/ UNIVERSITY of NEW ENGLAND Armidale Ph. 067-
736887***

THANK YOU FOR YOUR ASSISTANCE

Pupil A is a *gifted* primary school student who is always among the highest in class in all academic subjects. *She* spends *more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	no	30	Healthy	yes	no
2	A perfectionist	yes	no	31	Bright	yes	no
3	A teacher's pet	yes	no	32	Has good manners	yes	no
4	A brain	yes	no	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	no	34	Has good study habits	yes	no
6	A good school citizen	yes	no	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	no	36	Has good ideas	yes	no
8	A creep	yes	no	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	no	38	Has a well rounded life	yes	no
10	A good leader	yes	no	39	Takes criticism well	yes	no
11	Spoiled	yes	no	40	Braggs about their marks	yes	no
12	Serious	yes	no	41	Complains about never knowing enough	yes	no
13	Nervous	yes	no	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	no	43	Likes school	yes	no
15	Proud of their work	yes	no	44	Talks about you behind your back	yes	no
16	Conscientious	yes	no	45	Sticks with their own crowd	yes	no
17	Dull	yes	no	46	Dresses well	yes	no
18	Mature	yes	no	47	Wears glasses	yes	no
19	Cheerful	yes	no	48	Expresses themselves well	yes	no
20	Shy	yes	no	49	Is in many extra curricular activities	yes	no
21	Kind	yes	no	50	Can take responsibility well	yes	no
22	Nice looking	yes	no	51	Believes in all school work and no play	yes	no
23	Obedient	yes	no	52	Can't get a date	yes	no
24	Thin	yes	no	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	no	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	no				
27	Quiet	yes	no				
28	Popular	yes	no				
29	Sociable	yes	no				

Pupil B is an *average* primary school student who receives fair grades in all academic subjects. *He* spends *no more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	10	30	Healthy	yes	no
2	A perfectionist	yes	10	31	Bright	yes	no
3	A teacher's pet	yes	10	32	Has good manners	yes	no
4	A brain	yes	10	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	10	34	Has good study habits	yes	no
6	A good school citizen	yes	10	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	10	36	Has good ideas	yes	no
8	A creep	yes	10	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	10	38	Has a well rounded life	yes	no
10	A good leader	yes	10	39	Takes criticism well	yes	no
11	Spoiled	yes	10	40	Bags about their marks	yes	no
12	Serious	yes	10	41	Complains about never knowing enough	yes	no
13	Nervous	yes	10	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	10	43	Likes school	yes	no
15	Proud of their work	yes	10	44	Talks about you behind your back	yes	no
16	Conscientious	yes	10	45	Sticks with their own crowd	yes	no
17	Dull	yes	10	46	Dresses well	yes	no
18	Mature	yes	10	47	Wears glasses	yes	no
19	Cheerful	yes	10	48	Expresses themselves well	yes	no
20	Shy	yes	10	49	Is in many extra curricular activities	yes	no
21	Kind	yes	10	50	Can take responsibility well	yes	no
22	Nice looking	yes	10	51	Believes in all school work and no play	yes	no
23	Obedient	yes	10	52	Can't get a date	yes	no
24	Thin	yes	10	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	10	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	10				
27	Quiet	yes	10				
28	Popular	yes	10				
29	Sociable	yes	10				

Pupil C is a *gifted* primary school student who is always among the highest in class in all academic subjects. *She* spends *no more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	10	30	Healthy	yes	no
2	A perfectionist	yes	10	31	Bright	yes	no
3	A teacher's pet	yes	10	32	Has good manners	yes	no
4	A brain	yes	10	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	10	34	Has good study habits	yes	no
6	A good school citizen	yes	10	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	10	36	Has good ideas	yes	no
8	A creep	yes	10	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	10	38	Has a well rounded life	yes	no
10	A good leader	yes	10	39	Takes criticism well	yes	no
11	Spoiled	yes	10	40	Bags about their marks	yes	no
12	Serious	yes	10	41	Complains about never knowing enough	yes	no
13	Nervous	yes	10	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	10	43	Likes school	yes	no
15	Proud of their work	yes	10	44	Talks about you behind your back	yes	no
16	Conscientious	yes	10	45	Sticks with their own crowd	yes	no
17	Dull	yes	10	46	Dresses well	yes	no
18	Mature	yes	10	47	Wears glasses	yes	no
19	Cheerful	yes	10	48	Expresses themselves well	yes	no
20	Shy	yes	10	49	Is in many extra curricular activities	yes	no
21	Kind	yes	10	50	Can take responsibility well	yes	no
22	Nice looking	yes	10	51	Believes in all school work and no play	yes	no
23	Obedient	yes	10	52	Can't get a date	yes	no
24	Thin	yes	10	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	10	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	10				
27	Quiet	yes	10				
28	Popular	yes	10				
29	Sociable	yes	10				

Pupil D is a *gifted* primary school student who is always among the highest in class in all academic subjects. *He* spends *more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	no	30	Healthy	yes	no
2	A perfectionist	yes	no	31	Bright	yes	no
3	A teacher's pet	yes	no	32	Has good manners	yes	no
4	A brain	yes	no	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	no	34	Has good study habits	yes	no
6	A good school citizen	yes	no	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	no	36	Has good ideas	yes	no
8	A creep	yes	no	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	no	38	Has a well rounded life	yes	no
10	A good leader	yes	no	39	Takes criticism well	yes	no
11	Spoiled	yes	no	40	Bags about their marks	yes	no
12	Serious	yes	no	41	Complains about never knowing enough	yes	no
13	Nervous	yes	no	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	no	43	Likes school	yes	no
15	Proud of their work	yes	no	44	Talks about you behind your back	yes	no
16	Conscientious	yes	no	45	Sticks with their own crowd	yes	no
17	Dull	yes	no	46	Dresses well	yes	no
18	Mature	yes	no	47	Wears glasses	yes	no
19	Cheerful	yes	no	48	Expresses themselves well	yes	no
20	Shy	yes	no	49	Is in many extra curricular activities	yes	no
21	Kind	yes	no	50	Can take responsibility well	yes	no
22	Nice looking	yes	no	51	Believes in all school work and no play	yes	no
23	Obedient	yes	no	52	Can't get a date	yes	no
24	Thin	yes	no	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	no	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	no				
27	Quiet	yes	no				
28	Popular	yes	no				
29	Sociable	yes	no				

Pupil E is an *average* primary school student who receives fair grades in all academic subjects. *She* spends *no more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	ro	30	Healthy	yes	no
2	A perfectionist	yes	ro	31	Bright	yes	no
3	A teacher's pet	yes	ro	32	Has good manners	yes	no
4	A brain	yes	ro	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	ro	34	Has good study habits	yes	no
6	A good school citizen	yes	ro	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	ro	36	Has good ideas	yes	no
8	A creep	yes	ro	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	ro	38	Has a well rounded life	yes	no
10	A good leader	yes	ro	39	Takes criticism well	yes	no
11	Spoiled	yes	ro	40	Bags about their marks	yes	no
12	Serious	yes	ro	41	Complains about never knowing enough	yes	no
13	Nervous	yes	ro	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	ro	43	Likes school	yes	no
15	Proud of their work	yes	ro	44	Talks about you behind your back	yes	no
16	Conscientious	yes	ro	45	Sticks with their own crowd	yes	no
17	Dull	yes	ro	46	Dresses well	yes	no
18	Mature	yes	ro	47	Wears glasses	yes	no
19	Cheerful	yes	ro	48	Expresses themselves well	yes	no
20	Shy	yes	ro	49	Is in many extra curricular activities	yes	no
21	Kind	yes	ro	50	Can take responsibility well	yes	no
22	Nice looking	yes	ro	51	Believes in all school work and no play	yes	no
23	Obedient	yes	ro	52	Can't get a date	yes	no
24	Thin	yes	ro	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	ro	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	ro				
27	Quiet	yes	ro				
28	Popular	yes	ro				
29	Sociable	yes	ro				

Pupil F is a *gifted* primary school student who is always among the highest in class in all academic subjects. *He* spends *no more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	no	30	Healthy	yes	no
2	A perfectionist	yes	no	31	Bright	yes	no
3	A teacher's pet	yes	no	32	Has good manners	yes	no
4	A brain	yes	no	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	no	34	Has good study habits	yes	no
6	A good school citizen	yes	no	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	no	36	Has good ideas	yes	no
8	A creep	yes	no	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	no	38	Has a well rounded life	yes	no
10	A good leader	yes	no	39	Takes criticism well	yes	no
11	Spoiled	yes	no	40	Bags about their marks	yes	no
12	Serious	yes	no	41	Complains about never knowing enough	yes	no
13	Nervous	yes	no	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	no	43	Likes school	yes	no
15	Proud of their work	yes	no	44	Talks about you behind your back	yes	no
16	Conscientious	yes	no	45	Sticks with their own crowd	yes	no
17	Dull	yes	no	46	Dresses well	yes	no
18	Mature	yes	no	47	Wears glasses	yes	no
19	Cheerful	yes	no	48	Expresses themselves well	yes	no
20	Shy	yes	no	49	Is in many extra curricular activities	yes	no
21	Kind	yes	no	50	Can take responsibility well	yes	no
22	Nice looking	yes	no	51	Believes in all school work and no play	yes	no
23	Obedient	yes	no	52	Can't get a date	yes	no
24	Thin	yes	no	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	no	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	no				
27	Quiet	yes	no				
28	Popular	yes	no				
29	Sociable	yes	no				

Pupil G is an *average* primary school student who receives fair grades in all academic subjects. *She* spends *more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	r o	30	Healthy	yes	no
2	A perfectionist	yes	r o	31	Bright	yes	no
3	A teacher's pet	yes	r o	32	Has good manners	yes	no
4	A brain	yes	r o	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	r o	34	Has good study habits	yes	no
6	A good school citizen	yes	r o	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	r o	36	Has good ideas	yes	no
8	A creep	yes	r o	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	r o	38	Has a well rounded life	yes	no
10	A good leader	yes	r o	39	Takes criticism well	yes	no
11	Spoiled	yes	r o	40	Braggs about their marks	yes	no
12	Serious	yes	r o	41	Complains about never knowing enough	yes	no
13	Nervous	yes	r o	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	r o	43	Likes school	yes	no
15	Proud of their work	yes	r o	44	Talks about you behind your back	yes	no
16	Conscientious	yes	r o	45	Sticks with their own crowd	yes	no
17	Dull	yes	r o	46	Dresses well	yes	no
18	Mature	yes	r o	47	Wears glasses	yes	no
19	Cheerful	yes	r o	48	Expresses themselves well	yes	no
20	Shy	yes	r o	49	Is in many extra curricular activities	yes	no
21	Kind	yes	r o	50	Can take responsibility well	yes	no
22	Nice looking	yes	r o	51	Believes in all school work and no play	yes	no
23	Obedient	yes	r o	52	Can't get a date	yes	no
24	Thin	yes	r o	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	r o	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	r o				
27	Quiet	yes	r o				
28	Popular	yes	r o				
29	Sociable	yes	r o				

Pupil H is an *average* primary school student who receives fair grades in all academic subjects. *He spends more time at home studying school subjects and doing homework than do most students.*

1	A good sport	yes	r o	30	Healthy	yes	no
2	A perfectionist	yes	r o	31	Bright	yes	no
3	A teacher's pet	yes	r o	32	Has good manners	yes	no
4	A brain	yes	r o	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	r o	34	Has good study habits	yes	no
6	A good school citizen	yes	r o	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	r o	36	Has good ideas	yes	no
8	A creep	yes	r o	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	r o	38	Has a well rounded life	yes	no
10	A good leader	yes	r o	39	Takes criticism well	yes	no
11	Spoiled	yes	r o	40	Bags about their marks	yes	no
12	Serious	yes	r o	41	Complains about never knowing enough	yes	no
13	Nervous	yes	r o	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	r o	43	Likes school	yes	no
15	Proud of their work	yes	r o	44	Talks about you behind your back	yes	no
16	Conscientious	yes	r o	45	Sticks with their own crowd	yes	no
17	Dull	yes	r o	46	Dresses well	yes	no
18	Mature	yes	r o	47	Wears glasses	yes	no
19	Cheerful	yes	r o	48	Expresses themselves well	yes	no
20	Shy	yes	r o	49	Is in many extra curricular activities	yes	no
21	Kind	yes	r o	50	Can take responsibility well	yes	no
22	Nice looking	yes	r o	51	Believes in all school work and no play	yes	no
23	Obedient	yes	r o	52	Can't get a date	yes	no
24	Thin	yes	r o	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	r o	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	r o				
27	Quiet	yes	r o				
28	Popular	yes	r o				
29	Sociable	yes	r o				

Survey questionnaires administered to Secondary Preservice Teachers
Stimulus characters A-H

NB: The following two pages were attached to the front of each of the eight questionnaires.

PRESERVICE TEACHER ATTITUDES TOWARDS STUDENTS

SECTION ONE: Background Information

DO NOT WRITE YOUR NAME. THIS SURVEY IS STRICTLY CONFIDENTIAL.

Name of your University _____

For each of the following questions please tick (✓) the appropriate box

Please tick **only one box** for each question.

I am ☐ Female

☐ Male

What semester of study are you in?

<input type="checkbox"/>	one
<input type="checkbox"/>	two
<input type="checkbox"/>	three
<input type="checkbox"/>	four
<input type="checkbox"/>	five
<input type="checkbox"/>	six
<input type="checkbox"/>	seven
<input type="checkbox"/>	eight

What course of teaching are you studying?

<input type="checkbox"/>	primary
<input type="checkbox"/>	secondary

SECTION TWO: Instructions

***PLEASE READ THE FOLLOWING INSTRUCTIONS
CAREFULLY BEFORE BEGINNING***

This study aims to gather information on a wide range of issues about your perceptions concerning the education of secondary school students. In the following questionnaire you will be presented with a brief description of one type of secondary student. Read the description carefully then look at the words or phrases listed beneath it. You will find a ***yes*** or ***no*** next to each item. Circle the ***yes*** next to the words or phrases which you think ***usually*** characterise the type of student described in the paragraph. Circle ***no*** next to the words or phrases which ***do not usually*** characterise the kind of student described in the paragraph. Choose the response that MOST CLOSELY represents your opinion. Try not to spend too much time on any one question, your initial response is usually a more accurate indication of your true thoughts.

Your responses will be treated in the STRICTEST CONFIDENCE.

Lastly, your time and efforts are most appreciated and the research findings from this important project will be made available to you as soon as possible.

***Any questions regarding this survey can be directed to Neil
Carrington***

***C/ UNIVERSITY of NEW ENGLAND Armidale Ph. 067-
736887***

THANK YOU FOR YOUR ASSISTANCE

Pupil A is a *gifted* high school student who is always among the highest in class in all academic subjects. *She* spends *more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	10	30	Healthy	yes	no
2	A perfectionist	yes	10	31	Bright	yes	no
3	A teacher's pet	yes	10	32	Has good manners	yes	no
4	A brain	yes	10	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	10	34	Has good study habits	yes	no
6	A good school citizen	yes	10	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	10	36	Has good ideas	yes	no
8	A creep	yes	10	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	10	38	Has a well rounded life	yes	no
10	A good leader	yes	10	39	Takes criticism well	yes	no
11	Spoiled	yes	10	40	Bags about their marks	yes	no
12	Serious	yes	10	41	Complains about never knowing enough	yes	no
13	Nervous	yes	10	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	10	43	Likes school	yes	no
15	Proud of their work	yes	10	44	Talks about you behind your back	yes	no
16	Conscientious	yes	10	45	Sticks with their own crowd	yes	no
17	Dull	yes	10	46	Dresses well	yes	no
18	Mature	yes	10	47	Wears glasses	yes	no
19	Cheerful	yes	10	48	Expresses themselves well	yes	no
20	Shy	yes	10	49	Is in many extra curricular activities	yes	no
21	Kind	yes	10	50	Can take responsibility well	yes	no
22	Nice looking	yes	10	51	Believes in all school work and no play	yes	no
23	Obedient	yes	10	52	Can't get a date	yes	no
24	Thin	yes	10	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	10	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	10				
27	Quiet	yes	10				
28	Popular	yes	10				
29	Sociable	yes	10				

Pupil B is an *average* high school student who receives fair grades in all academic subjects. *He* spends *no more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	ro	30	Healthy	yes	no
2	A perfectionist	yes	ro	31	Bright	yes	no
3	A teacher's pet	yes	ro	32	Has good manners	yes	no
4	A brain	yes	ro	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	ro	34	Has good study habits	yes	no
6	A good school citizen	yes	ro	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	ro	36	Has good ideas	yes	no
8	A creep	yes	ro	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	ro	38	Has a well rounded life	yes	no
10	A good leader	yes	ro	39	Takes criticism well	yes	no
11	Spoiled	yes	ro	40	Bags about their marks	yes	no
12	Serious	yes	ro	41	Complains about never knowing enough	yes	no
13	Nervous	yes	ro	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	ro	43	Likes school	yes	no
15	Proud of their work	yes	ro	44	Talks about you behind your back	yes	no
16	Conscientious	yes	ro	45	Sticks with their own crowd	yes	no
17	Dull	yes	ro	46	Dresses well	yes	no
18	Mature	yes	ro	47	Wears glasses	yes	no
19	Cheerful	yes	ro	48	Expresses themselves well	yes	no
20	Shy	yes	ro	49	Is in many extra curricular activities	yes	no
21	Kind	yes	ro	50	Can take responsibility well	yes	no
22	Nice looking	yes	ro	51	Believes in all school work and no play	yes	no
23	Obedient	yes	ro	52	Can't get a date	yes	no
24	Thin	yes	ro	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	ro	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	ro				
27	Quiet	yes	ro				
28	Popular	yes	ro				
29	Sociable	yes	ro				

Pupil C is a *gifted* high school student who is always among the highest in class in all academic subjects. *She* spends *no more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	no	30	Healthy	yes	no
2	A perfectionist	yes	no	31	Bright	yes	no
3	A teacher's pet	yes	no	32	Has good manners	yes	no
4	A brain	yes	no	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	no	34	Has good study habits	yes	no
6	A good school citizen	yes	no	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	no	36	Has good ideas	yes	no
8	A creep	yes	no	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	no	38	Has a well rounded life	yes	no
10	A good leader	yes	no	39	Takes criticism well	yes	no
11	Spoiled	yes	no	40	Braggs about their marks	yes	no
12	Serious	yes	no	41	Complains about never knowing enough	yes	no
13	Nervous	yes	no	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	no	43	Likes school	yes	no
15	Proud of their work	yes	no	44	Talks about you behind your back	yes	no
16	Conscientious	yes	no	45	Sticks with their own crowd	yes	no
17	Dull	yes	no	46	Dresses well	yes	no
18	Mature	yes	no	47	Wears glasses	yes	no
19	Cheerful	yes	no	48	Expresses themselves well	yes	no
20	Shy	yes	no	49	Is in many extra curricular activities	yes	no
21	Kind	yes	no	50	Can take responsibility well	yes	no
22	Nice looking	yes	no	51	Believes in all school work and no play	yes	no
23	Obedient	yes	no	52	Can't get a date	yes	no
24	Thin	yes	no	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	no	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	no				
27	Quiet	yes	no				
28	Popular	yes	no				
29	Sociable	yes	no				

Pupil D is a *gifted* high school student who is always among the highest in class in all academic subjects. *He* spends *more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	10	30	Healthy	yes	no
2	A perfectionist	yes	10	31	Bright	yes	no
3	A teacher's pet	yes	10	32	Has good manners	yes	no
4	A brain	yes	10	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	10	34	Has good study habits	yes	no
6	A good school citizen	yes	10	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	10	36	Has good ideas	yes	no
8	A creep	yes	10	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	10	38	Has a well rounded life	yes	no
10	A good leader	yes	10	39	Takes criticism well	yes	no
11	Spoiled	yes	10	40	Braggs about their marks	yes	no
12	Serious	yes	10	41	Complains about never knowing enough	yes	no
13	Nervous	yes	10	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	10	43	Likes school	yes	no
15	Proud of their work	yes	10	44	Talks about you behind your back	yes	no
16	Conscientious	yes	10	45	Sticks with their own crowd	yes	no
17	Dull	yes	10	46	Dresses well	yes	no
18	Mature	yes	10	47	Wears glasses	yes	no
19	Cheerful	yes	10	48	Expresses themselves well	yes	no
20	Shy	yes	10	49	Is in many extra curricular activities	yes	no
21	Kind	yes	10	50	Can take responsibility well	yes	no
22	Nice looking	yes	10	51	Believes in all school work and no play	yes	no
23	Obedient	yes	10	52	Can't get a date	yes	no
24	Thin	yes	10	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	10	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	10				
27	Quiet	yes	10				
28	Popular	yes	10				
29	Sociable	yes	10				

Pupil E is an *average* high school student who receives fair grades in all academic subjects. *She* spends *no more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	ro	30	Healthy	yes	no
2	A perfectionist	yes	ro	31	Bright	yes	no
3	A teacher's pet	yes	ro	32	Has good manners	yes	no
4	A brain	yes	ro	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	ro	34	Has good study habits	yes	no
6	A good school citizen	yes	ro	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	ro	36	Has good ideas	yes	no
8	A creep	yes	ro	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	ro	38	Has a well rounded life	yes	no
10	A good leader	yes	ro	39	Takes criticism well	yes	no
11	Spoiled	yes	ro	40	Bags about their marks	yes	no
12	Serious	yes	ro	41	Complains about never knowing enough	yes	no
13	Nervous	yes	ro	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	ro	43	Likes school	yes	no
15	Proud of their work	yes	ro	44	Talks about you behind your back	yes	no
16	Conscientious	yes	ro	45	Sticks with their own crowd	yes	no
17	Dull	yes	ro	46	Dresses well	yes	no
18	Mature	yes	ro	47	Wears glasses	yes	no
19	Cheerful	yes	ro	48	Expresses themselves well	yes	no
20	Shy	yes	ro	49	Is in many extra curricular activities	yes	no
21	Kind	yes	ro	50	Can take responsibility well	yes	no
22	Nice looking	yes	ro	51	Believes in all school work and no play	yes	no
23	Obedient	yes	ro	52	Can't get a date	yes	no
24	Thin	yes	ro	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	ro	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	ro				
27	Quiet	yes	ro				
28	Popular	yes	ro				
29	Sociable	yes	ro				

Pupil F is a *gifted* high school student who is always among the highest in class in all academic subjects. *He* spends *no more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	no	30	Healthy	yes	no
2	A perfectionist	yes	no	31	Bright	yes	no
3	A teacher's pet	yes	no	32	Has good manners	yes	no
4	A brain	yes	no	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	no	34	Has good study habits	yes	no
6	A good school citizen	yes	no	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	no	36	Has good ideas	yes	no
8	A creep	yes	no	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	no	38	Has a well rounded life	yes	no
10	A good leader	yes	no	39	Takes criticism well	yes	no
11	Spoiled	yes	no	40	Bags about their marks	yes	no
12	Serious	yes	no	41	Complains about never knowing enough	yes	no
13	Nervous	yes	no	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	no	43	Likes school	yes	no
15	Proud of their work	yes	no	44	Talks about you behind your back	yes	no
16	Conscientious	yes	no	45	Sticks with their own crowd	yes	no
17	Dull	yes	no	46	Dresses well	yes	no
18	Mature	yes	no	47	Wears glasses	yes	no
19	Cheerful	yes	no	48	Expresses themselves well	yes	no
20	Shy	yes	no	49	Is in many extra curricular activities	yes	no
21	Kind	yes	no	50	Can take responsibility well	yes	no
22	Nice looking	yes	no	51	Believes in all school work and no play	yes	no
23	Obedient	yes	no	52	Can't get a date	yes	no
24	Thin	yes	no	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	no	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	no				
27	Quiet	yes	no				
28	Popular	yes	no				
29	Sociable	yes	no				

Pupil G is an *average* high school student who receives fair grades in all academic subjects. *She* spends *more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	10	30	Healthy	yes	no
2	A perfectionist	yes	10	31	Bright	yes	no
3	A teacher's pet	yes	10	32	Has good manners	yes	no
4	A brain	yes	10	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	10	34	Has good study habits	yes	no
6	A good school citizen	yes	10	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	10	36	Has good ideas	yes	no
8	A creep	yes	10	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	10	38	Has a well rounded life	yes	no
10	A good leader	yes	10	39	Takes criticism well	yes	no
11	Spoiled	yes	10	40	Bags about their marks	yes	no
12	Serious	yes	10	41	Complains about never knowing enough	yes	no
13	Nervous	yes	10	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	10	43	Likes school	yes	no
15	Proud of their work	yes	10	44	Talks about you behind your back	yes	no
16	Conscientious	yes	10	45	Sticks with their own crowd	yes	no
17	Dull	yes	10	46	Dresses well	yes	no
18	Mature	yes	10	47	Wears glasses	yes	no
19	Cheerful	yes	10	48	Expresses themselves well	yes	no
20	Shy	yes	10	49	Is in many extra curricular activities	yes	no
21	Kind	yes	10	50	Can take responsibility well	yes	no
22	Nice looking	yes	10	51	Believes in all school work and no play	yes	no
23	Obedient	yes	10	52	Can't get a date	yes	no
24	Thin	yes	10	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	10	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	10				
27	Quiet	yes	10				
28	Popular	yes	10				
29	Sociable	yes	10				

Pupil H is an *average* high school student who receives fair grades in all academic subjects. *He* spends *more* time at home studying school subjects and doing homework than do most students.

1	A good sport	yes	10	30	Healthy	yes	no
2	A perfectionist	yes	10	31	Bright	yes	no
3	A teacher's pet	yes	10	32	Has good manners	yes	no
4	A brain	yes	10	33	Has a pleasing personality	yes	no
5	A walking dictionary	yes	10	34	Has good study habits	yes	no
6	A good school citizen	yes	10	35	Has an open mind to all situations	yes	no
7	A bookworm	yes	10	36	Has good ideas	yes	no
8	A creep	yes	10	37	Has an answer to every question	yes	no
9	A good conversationalist	yes	10	38	Has a well rounded life	yes	no
10	A good leader	yes	10	39	Takes criticism well	yes	no
11	Spoiled	yes	10	40	Bags about their marks	yes	no
12	Serious	yes	10	41	Complains about never knowing enough	yes	no
13	Nervous	yes	10	42	Dislikes kids who get high marks	yes	no
14	Competitive	yes	10	43	Likes school	yes	no
15	Proud of their work	yes	10	44	Talks about you behind your back	yes	no
16	Conscientious	yes	10	45	Sticks with their own crowd	yes	no
17	Dull	yes	10	46	Dresses well	yes	no
18	Mature	yes	10	47	Wears glasses	yes	no
19	Cheerful	yes	10	48	Expresses themselves well	yes	no
20	Shy	yes	10	49	Is in many extra curricular activities	yes	no
21	Kind	yes	10	50	Can take responsibility well	yes	no
22	Nice looking	yes	10	51	Believes in all school work and no play	yes	no
23	Obedient	yes	10	52	Can't get a date	yes	no
24	Thin	yes	10	53	Doesn't have much fun	yes	no
25	Stuck-up	yes	10	54	Doesn't care for the opposite sex	yes	no
26	Studious	yes	10				
27	Quiet	yes	10				
28	Popular	yes	10				
29	Sociable	yes	10				

Appendix E

Likert Scale questionnaire administered to Primary Preservice Teachers

PRESERVICE TEACHER ATTITUDES TOWARDS STUDENTS

SECTION ONE: Background Information

DO NOT WRITE YOUR NAME . THIS SURVEY IS STRICTLY CONFIDENTIAL.

Name of your University _____

For each of the following questions please tick (✓) the appropriate box

Please tick **only one box** for each question.

I am ☐ Female
☐ Male

What semester of study are you in?

<input type="checkbox"/>	one
<input type="checkbox"/>	two
<input type="checkbox"/>	three
<input type="checkbox"/>	four
<input type="checkbox"/>	five
<input type="checkbox"/>	six
<input type="checkbox"/>	seven
<input type="checkbox"/>	eight

What course of teaching are you studying?

<input type="checkbox"/>	primary
<input type="checkbox"/>	secondary

***PLEASE READ THE FOLLOWING INSTRUCTIONS
CAREFULLY BEFORE BEGINNING***

The following questionnaire is part of a pilot study that aims to gather information on a wide range of issues about your perceptions concerning the education of primary school students.

You will be presented with a list of traits that school students sometimes use to describe their peers. Your task is to think about the students *you* will teach and decide **how desirable or how undesirable** *you* think it is for your students to have these various traits.

For each trait in the list that follows there are seven possible responses. These are as follows :

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick **ONE BOX ONLY** for each statement.

Choose the response that **MOST CLOSELY** represents your opinion. Please note that the '**Not Relevant**' response is not meant to be used as a neutral response. It should **only** be used if you feel a particular trait has no relevance to primary students.

Try not to spend too much time on any one question, your initial response is usually a more accurate indication of your true thoughts.

Your responses will be treated in the **STRICTEST CONFIDENCE**.

Lastly, your time and effort is most appreciated and the research findings from this important project will be made available to you as soon as possible.

How desirable or undesirable is it for a primary student to have the following traits:

50 Can take responsibility well

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51 Believes in all school work and no play

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52 Can't get a date

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53 Doesn't have much fun

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

54 Doesn't care for the opposite sex

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Any questions regarding this survey can be directed to Neil Carrington
C/U.N.E. Armidale Ph. 067-736887*

THANK YOU FOR YOUR ASSISTANCE

Likert Scale questionnaire administered to Secondary Preservice Teachers

PRESERVICE TEACHER ATTITUDES TOWARDS STUDENTS

SECTION ONE: Background Information

DO NOT WRITE YOUR NAME. THIS SURVEY IS STRICTLY CONFIDENTIAL.

Name of your University _____

For each of the following questions please tick (✓) the appropriate box

Please tick **only one box** for each question.

I am ☐ Female

☐ Male

What semester of study are you in?

<input type="checkbox"/>	one
<input type="checkbox"/>	two
<input type="checkbox"/>	three
<input type="checkbox"/>	four
<input type="checkbox"/>	five
<input type="checkbox"/>	six
<input type="checkbox"/>	seven
<input type="checkbox"/>	eight

What course of teaching are you studying?

<input type="checkbox"/>	primary
<input type="checkbox"/>	secondary

***PLEASE READ THE FOLLOWING INSTRUCTIONS
CAREFULLY BEFORE BEGINNING***

The following questionnaire is part of a pilot study that aims to gather information on a wide range of issues about your perception: concerning the education of secondary school students.

You will be presented with a list of traits that school students sometimes use to describe their peers. Your task is to think about the students *you* will teach and decide **how desirable or how undesirable** *you* think it is for your students to have these various traits.

For each trait in the list that follows there are seven possible responses. These are as follows :

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick **ONE BOX ONLY** for each statement.

Choose the response that **MOST CLOSELY** represents your opinion. Please note that the '**Not Relevant**' response is not meant to be used as a neutral response. It should **only** be used if you feel a particular trait has no relevance to secondary students.

Try not to spend too much time on any one question, your initial response is usually a more accurate indication of your true thoughts.

Your responses will be treated in the **STRICTEST CONFIDENCE**.

Lastly, your time and effort is most appreciated and the research findings from this important project will be made available to you as soon as possible.

1 A good sport

[illegible][illegible][illegible][illegible][illegible][illegible]

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable		Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

How desirable or undesirable is it for a secondary student to have the following traits:

50 Can take responsibility well

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51 Believes in all school work and no play

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52 Can't get a date

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53 Doesn't have much fun

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

54 Doesn't care for the opposite sex

Strongly Undesirable	Moderately Undesirable	Mildly Undesirable	Mildly Desirable	Moderately Desirable	Strongly Desirable	Not Relevant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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THANK YOU FOR YOUR ASSISTANCE