

**Gifted and Talented Education**

**Parent Questionnaire**

**Child’s Name:** **Year Level:** **Date of Birth:**

**Parent Comment:** (If you wish; write a brief statement describing your child’s special strength’s/gift’s/talents.)

What thing has your child accomplished that you consider to be exceptional for his/her age? (eg spiritual; social; cultural; academic; leadership; the arts; sports; etc)

Early Milestones:

Did your child read before he/she started school? **Yes**  **No**

If yes, did your child teach him/herself? **Yes No**

How much parental input did they require?

Did your child show a high interest in puzzles at an early age? **Yes No**

Did your child show an understanding of numbers at an early age? **Yes No**

Any others please detail:

What hobbies, sports or interests does your child have?

Please describe any issue or problem that your child has that may affect his/her learning.

|  |  |  |  |
| --- | --- | --- | --- |
| **Please tick only the sections that apply to your child’s area of giftedness or talent:**  At home how often does your child show: | | | |
|  | **Usually** | **Sometimes** | **Rarely** |
| **General Intellectual Ability** |  |  |  |
| Likes intellectual challenge. |  |  |  |
| Asks insightful, often unexpected questions, such as “what if…” |  |  |  |
| Displays logical and investigative thinking. |  |  |  |
| Likes intellectual challenges. |  |  |  |
| Other Comments about general intellectual ability: | | | |
| **Creative Thinking** |  |  |  |
| Has a keen sense of humour and can see humour in the unusual. |  |  |  |
| Creates original texts and/or invents things. |  |  |  |
| Is not afraid to be different. |  |  |  |
| Is prepared to experiment and risk being wrong. |  |  |  |
| Other Comments about creative thinking: | | | |
| **Social Leadership** |  |  |  |
| Takes the initiative in social situations. |  |  |  |
| Communicates and interacts well with those older than themselves. |  |  |  |
| Shows the ability to inspire a group. |  |  |  |
| Socially mature. |  |  |  |
| Other Comments about social leadership: | | | |
| **Visual and Performing Arts** |  |  |  |
| Chooses to draw, paint and/or create regularly in their own time. |  |  |  |
| Demonstrates exceptional movement and physical balance in dance. |  |  |  |
| Displays musical talent. |  |  |  |
| Actively thrives on participation with performance. |  |  |  |
| Other Comments about visual and performing arts: | | | |
| **Physical and Sporting Ability** |  |  |  |
| Demonstrates ability well above their peers. |  |  |  |
| Has passion and personal drive to excel at their chosen sport/s. |  |  |  |
| Actively thrives on participation and/or competition. |  |  |  |
| Has been a national or regional representative. |  |  |  |
| Other Comments about physical and sporting ability: | | | |
| **Social and Emotional** |  |  |  |
| Is concerned about truth, equity and fair play, often challenging decisions. |  |  |  |
| Shows concern and is sensitive to others. |  |  |  |
| Displays leadership qualities and works cooperatively with others. |  |  |  |
| Has a positive sense of self-esteem. |  |  |  |
| Other Comments about social and emotional: | | | |
| **Cultural knowledge and skills** |  |  |  |
| Tikanga (behaviour through protocols, customs and rituals that demonstrate values) – Displays advanced knowledge of cultural customs, protocols and/or arts. |  |  |  |
| Manaakitanga (hospitality) – Shows a desire to serve others and/or community. |  |  |  |
| Wairuatanga (spirituality) – Is a sensitive and reflective thinker. |  |  |  |
| Kaitiakitanga (guardianship of knowledge, environment and resources) – Has a strong awareness of global issues and responsibility. |  |  |  |
| Matauranga (knowledge) – Motivated and persistent to seek new knowledge. |  |  |  |
| Other Comments about cultural knowledge and skills: | | | |