

List of recommendations

Chapter 3: A framework for educating gifted students in Victoria

Recommendation 1: Research on the extent and causes of underachievement by gifted students 51

That the Victorian Government commission research into the extent and causes of underachievement by gifted students in Victoria.

Recommendation 2: List of gifted education programs and provisions 60

That the Victorian Government publish a list of all gifted education programs and provisions in Victorian government schools.

Recommendation 3: Program evaluation 60

That the Victorian Government undertake regular evaluation of all centrally auspiced gifted programs and provisions and, through the Victorian policy and the model school policy on the education of gifted and talented students, emphasise the importance of regular review and evaluation of all gifted programs and provisions.

Recommendation 4: A new Victorian policy on the education of gifted and talented students 67

That the Victorian Government, in consultation with students, parents, teachers, schools and other relevant stakeholders, develop and implement a Victorian policy on the education of gifted and talented students. This policy should be founded on the principle that gifted education must be available in every classroom in every Victorian school. It should also:

- provide definitions of giftedness and talent
- emphasise the importance of regular review and evaluation of gifted programs and provision (see recommendation 3)
- stipulate that schools have a responsibility to identify their gifted students (see recommendation 13)
- require schools to provide appropriate educational provisions for any student identified as gifted (see recommendation 16)
- emphasise the importance of providing personalised learning for gifted students in all Victorian schools, especially in primary schools (see recommendations 17 and 31)
- emphasise the importance of links between teachers and schools (see recommendations 21 and 48)
- emphasise the importance of teacher professional learning (see recommendation 42)
- emphasise the importance of addressing the social and emotional needs of gifted students (see recommendation 55)
- emphasise the importance of collaborative partnerships between schools and parents (recommendation 61)
- emphasise the importance of schools celebrating high achievement in all domains (see recommendation 63).

This policy should be reviewed at least every five years.

Recommendation 5: Resources to support the Victorian policy on the education of gifted and talented students 68

That the Victorian Government develop resources on giftedness and gifted education to support the Victorian policy on the education of gifted and talented students, including resources on:

- identifying gifted students (see recommendations 9, 10, 11, 12, 14 and 15)
- strategies and approaches for educating gifted students (see recommendations 18, 29 and 54)
- giftedness and educating a gifted child (see recommendations 56, 58, 59 and 60).

Recommendation 6: Encouraging school policies on the education of gifted and talented students 69

That the Victorian Government encourage all Victorian schools to develop and implement school policies on the education of gifted and talented students.

Recommendation 7: Model school policy on the education of gifted and talented students 69

That the Victorian Government, in consultation with students, parents, teachers, schools and other relevant stakeholders, develop a model school policy on the education of gifted and talented students.

Recommendation 8: Establishment of Gifted Education Unit within DEECD 73

The Victorian Government should establish a specific unit within DEECD that has clear responsibility for coordinating policy and research, as well as providing information and support on gifted education. The functions of the unit will include:

- leading the development of a new Victorian policy on the education of gifted and talented students and subsequently reviewing the policy on a regular basis (see recommendation 4)
- leading the development of a model school policy on the education of gifted and talented students and supporting schools to implement school-level gifted education policies (see recommendations 6 and 7)
- commissioning, coordinating and promoting research and evaluation in relation to gifted education and disseminating research results (see recommendations 1, 3, 25, 32, 33, 34, 54 and 58)
- providing information and resources on giftedness and identifying and educating gifted students (see recommendations 2, 5 and 47)
- leading the development of guidelines on year level acceleration and early entry to primary school (see recommendations 19 and 30)
- leading the development of new approaches to catering for gifted students, including a virtual school and mentoring program (see recommendations 20 and 23)
- supporting schools to establish links with community, business and industry partners (see recommendation 24)
- supporting increased links between schools, teachers and gifted students (see recommendations 22, 36, 49 and 57)
- providing, promoting and supporting increased learning opportunities on gifted education for teachers and early childhood educators (see recommendations 38, 39, 40, 41, 43, 44, 45 and 52).

Chapter 4: Identifying gifted students

Recommendation 9: Information and resources to assist healthcare professionals to identify giftedness 94

That the Victorian Government provide information and resources about identifying giftedness to maternal and child health nurses and other healthcare professionals who may be in a position to identify giftedness.

Recommendation 10: Identification toolkit for early childhood educators 94

That the Victorian Government develop a toolkit, including checklists and other information, to assist early childhood educators to identify giftedness.

Recommendation 11: Identification toolkit for teachers 96

That the Victorian Government develop a toolkit, including checklists and other information, to assist teachers to identify giftedness.

Recommendation 12: Identification toolkit for parents 98

That the Victorian Government develop a toolkit, including checklists and other information, to assist parents to identify giftedness.

Recommendation 13: Schools' responsibility to identify gifted students 99

That the Victorian Government, through the Victorian policy and the model school policy on the education of gifted students, stipulate that schools have a responsibility to identify their gifted students.

Recommendation 14: Information on identifying gifted students from backgrounds of educational disadvantage 106

That the Victorian Government include in toolkits and other information and resources on identifying giftedness, strategies for identifying gifted students from backgrounds of educational disadvantage.

Recommendation 15: Targeted information on identifying giftedness for schools in disadvantaged areas 106

That the Victorian Government provide targeted information and resources about identifying giftedness to schools with significant numbers of students from backgrounds of educational disadvantage.

Recommendation 16: Schools' responsibility to provide for gifted students 108

The Victorian Government, through the Victorian policy and the model school policy on the education of gifted students, require schools to provide appropriate educational provisions for any student identified as gifted.

Chapter 5: Strategies for educating gifted students: What works?

Recommendation 17: Policy support for personalised learning 112

That the Victorian Government, through the Victorian policy and the model school policy on the education of gifted students, emphasise the importance of providing personalised learning for gifted students in all Victorian schools.

Recommendation 18: Information for teachers and schools about strategies for educating gifted students 112

That the Victorian Government provide information and support for teachers and schools about strategies for educating gifted students, including:

- individual learning plans
- curriculum differentiation
- acceleration, particularly year level acceleration
- ability grouping, including vertical timetabling
- enrichment and enhancement.

Recommendation 19: Guidelines for year level acceleration 118

That the Victorian Government develop and promote guidelines for year level acceleration.

Recommendation 20: Virtual school for gifted students 127

That the Victorian Government utilise technology to establish a virtual school to provide extended learning opportunities for gifted students throughout the state.

Recommendation 21: Policy support for links between schools..... 129

That the Victorian Government, through the Victorian policy and the model school policy on the education of gifted students, emphasise the importance of schools forming links with other schools to enhance provision for gifted students.

Recommendation 22: Supporting schools to establish links..... 129

That the Victorian Government encourage and support schools to establish links with other schools to enhance provision for gifted students.

Recommendation 23: Mentoring program for gifted students 130

That the Victorian Government, in consultation with students, parents, schools, teachers, community, business and industry, establish a mentoring program for gifted students that includes opportunities for virtual mentoring.

Recommendation 24: Increased collaboration with community, business and industry..... 132

That the Victorian Government facilitate links between schools and community, business and industry to provide opportunities for gifted students.

Recommendation 25: Improving the evidence base 135

That the Victorian Government play a leadership role in promoting research in the field of gifted education, including through collaboration with universities.

Recommendation 26: Indigenous education policies that promote high achievement 143

That the Victorian Government continue to support high achievement among Indigenous students through targeted education policies.

Recommendation 27: Supporting The Aspiration Initiative..... 143

That the Victorian Government monitor The Aspiration Initiative, with a view to further supporting this program.

Recommendation 28: Supporting a Koorie academy..... 143

That the Victorian Government support the creation of a Koorie academy.

Recommendation 29: Information for teachers and schools about catering for twice exceptional students 145

That the Victorian Government provide targeted information and support to teachers and schools about catering for twice exceptional students.

Chapter 6: Improving early childhood and primary school education for gifted students

Recommendation 30: Guidelines for early entry to primary school 153

That the Victorian Government develop and promote a clear, consistent and unambiguous set of guidelines for early entry to primary school.

Recommendation 31: Policy emphasis on catering for gifted students in every Victorian primary school classroom 161

That the Victorian Government, through the Victorian policy and model school policy on the education of gifted students, emphasise the importance of providing personalised learning for every gifted student in every Victorian primary school classroom.

Chapter 7: Improving gifted education programs in secondary schools

Recommendation 32: Review of SEAL Program 185

That the Victorian Government undertake a comprehensive review of the SEAL Program, with a particular focus on the quality and consistency of the Program.

Recommendation 33: Regular evaluations of SEAL Program 185

That the Victorian Government undertake regular evaluations of the SEAL Program.

Recommendation 34: Review of selective entry, SEAL and specialist school selection processes to ensure equitable access 193

That the Victorian Government undertake a review of the selection criteria and processes for selective entry, SEAL and specialist schools to ensure that gifted students from all backgrounds have access to these schools.

Recommendation 35: Promoting selective entry, SEAL and specialist schools in disadvantaged areas 194

That the Victorian Government promote selective entry, SEAL and specialist schools to communities, schools, parents and students in areas with high levels of educational disadvantage.

Recommendation 36: Outreach by selective entry and specialist schools 195

That the Victorian Government work with selective entry and specialist schools to provide increased access to learning opportunities for students who are not enrolled at these schools, including through exchange programs, holiday programs and mentoring opportunities.

Recommendation 37: Early entry to university 199

That the Victorian Government work with universities to ensure admission policies facilitate early access to university for gifted students in appropriate cases.

Chapter 8: Teacher education and training

Recommendation 38: Pre-service training for early childhood educators..... 208

That the Victorian Government work with universities and TAFE colleges to provide increased opportunities for pre-service early childhood educators to learn about giftedness.

Recommendation 39: Professional learning for early childhood educators..... 208

That the Victorian Government develop and implement a professional learning package on giftedness for early childhood educators.

Recommendation 40: Opportunities for pre-service teachers to work with gifted students 214

That the Victorian Government work with universities to provide increased opportunities for pre-service teachers to work with gifted students as part of their teaching placements.

Recommendation 41: Increasing professional learning opportunities in gifted education 223

That the Victorian Government provide and promote increased professional learning opportunities on gifted education, including online, and support teachers to attend.

Recommendation 42: Policy support for professional learning in gifted education.. 223

That the Victorian Government, through the Victorian policy and the model school policy on the education of gifted students, emphasise the importance of teacher professional learning.

Recommendation 43: Scholarships for postgraduate study in gifted education 224

That the Victorian Government provide scholarships for teachers to undertake postgraduate study in gifted education.

Recommendation 44: Other support for postgraduate study in gifted education..... 224

That the Victorian Government support schools to support teachers to undertake postgraduate study in gifted education.

Recommendation 45: Opportunities for teachers to undertake placements in schools with gifted education programs 225

That the Victorian Government implement a scheme to provide opportunities for teachers to undertake placements or exchanges in schools with gifted education programs.

Recommendation 46: Policy support for greater teacher participation in gifted education programs within schools 225

That the Victorian Government, through the model school policy on the education of gifted students, encourage schools to provide increased opportunities to all teachers to teach as part of gifted education programs within the school.

Recommendation 47: Education for school leaders 227

That the Victorian Government provide information and education on gifted education to all school leaders.

Chapter 9: Supporting teachers and schools

Recommendation 48: Policy support for inter-school and intra-school gifted education teacher networks 234

That the Victorian Government, through the Victorian policy and the model school policy on the education of gifted students, emphasise the importance of teacher networks for gifted education teachers both within and between schools.

Recommendation 49: Supporting inter-school gifted education teacher networks... 234

That the Victorian Government support the establishment of gifted education teacher networks between schools from all school sectors.

Recommendation 50: Policy support for gifted education coordinators in schools . 236

That Victorian Government, through the model school policy on the education of gifted students, emphasise the importance of schools having a gifted education coordinator.

Recommendation 51: Supporting gifted education coordinators in schools 236

That the Victorian Government support schools to have a gifted education coordinator.

Recommendation 52: Supporting professional learning for gifted education coordinators 236

That the Victorian Government support school gifted education coordinators to undertake professional learning and postgraduate study in gifted education.

Recommendation 53: Gifted education advisor 237

That the Victorian Government employ a gifted education advisor, whose role is to provide expert information, support and advice to teachers, schools and parents about identifying and catering for gifted students.

Recommendation 54: Access to information, research and resources for teachers. 238

That the Victorian Government provide information, research and practical resources on gifted education for Victorian teachers and schools, including online where possible.

Chapter 10: Supporting gifted students and their families

Recommendation 55: Policy support for supporting social and emotional needs of gifted students 249

That the Victorian Government, through the Victorian policy and the model school policy on the education of gifted students, emphasise the importance of addressing the social and emotional needs of gifted students, including through information, counselling and networks of 'like minds'.

Recommendation 56: Information about giftedness for gifted students..... 249

That the Victorian Government provide information about giftedness for gifted students, including through schools and online.

Recommendation 57: Providing opportunities for gifted students to connect with like minds 249

That the Victorian Government work with schools to provide opportunities for gifted students to meet and connect with each other, including online.

Recommendation 58: Access to information, research and resources for parents... 259

That the Victorian Government provide information, research and resources for parents on giftedness and gifted education, including online where possible.

Recommendation 59: Toolkit for parents on educating gifted children 259

That the Victorian Government develop a comprehensive toolkit for parents incorporating a broad range of information about giftedness and educating a gifted child.

Recommendation 60: Tailored information and resources for parents facing particular challenges 259

That the Victorian Government, in developing information and resources for the parents of gifted children, give special consideration to the needs of the parents of gifted students from backgrounds of educational disadvantage, the parents of twice exceptional children and parents who are home educating their gifted children.

Recommendation 61: Policy emphasis on collaborative partnerships between schools and parents 259

That the Victorian Government, through the Victorian policy and the model school policy on the education of gifted students, emphasise the importance of collaborative partnerships between schools and parents.

Recommendation 62: Support for gifted education support groups 259

That the Victorian government provide support for groups and organisations that support the parents of gifted students.

Recommendation 63: Policy emphasis on creating school cultures that celebrate achievements in all domains 264

That the Victorian Government, through the Victorian policy and the model school policy on the education of gifted students, emphasise the importance of schools celebrating high achievement in all domains.

Recommendation 64: Education campaign for schools about giftedness 264

That the Victorian Government, in consultation with students, parents, teachers, schools and other relevant stakeholders, develop and implement an education campaign for schools about giftedness.

Recommendation 65: Policy emphasis on promoting understanding of the aims of gifted education provisions 264

That the Victorian Government, through the model school policy on the education of gifted students, emphasise the importance of educating the entire school community about the aims of any provisions for gifted students.