

Gifted and talented education

Supporting resources list

This collection of resources for educators helps shape programs and pedagogy to support gifted and talented students. It serves as a useful guide for educators who are beginning to navigate gifted and talented education and/or who hope to better meet the needs of their students with an advanced capacity for learning.

| Resource | Description |
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| Fundamentals of giftedness | |
| <p>Gifted and talented education: Professional development package for teachers</p> <p>Gross, M, Merric, C, Targett, R, Chaffey, G & Bailey, S 2004, <i>Gifted and talented professional package for teachers</i>, Department of Education Science and Training & Gifted Education Research, Resource and Information Centre (GERRIC) University of New South Wales, Sydney.</p> <p>www.arts.unsw.edu.au/education/professional-learning/gerric/professional-development-package.</p> | <p>The Gifted Education Research, Resource and Information Centre (GERRIC) at the University of New South Wales is at the forefront of gifted research, learning and teaching in Australia. This free, self-directed professional development package is designed to help and support schools with gifted and talented education.</p> <p>The package consists of six modules. All year levels of schooling are included in each module, and participants may follow the core, extension or specialisation course. The module topics are:</p> <ul style="list-style-type: none">• Understanding Giftedness (module one)• The Identification of Gifted Students (module two)• Social and Emotional Development of Gifted Students (module three)• Understanding Underachievement in Gifted Students (module four)• Curriculum Differentiation for Gifted Students (module five)• Developing Programs and Provisions for Gifted Students (module six). <p>This course is ideal for schools and teachers hoping to develop a deep understanding of gifted and talented education.</p> |

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| <p>Releasing the brakes for high-ability learners</p> <p>Gifted Education Research, Resource and Information Centre 2011, <i>Releasing the Brakes for High-Ability Learners: Administrator, teacher and parent attitudes and beliefs that block or assist the implementation of school policies on academic acceleration</i>, School of Education, University of New South Wales, Sydney, www.arts.unsw.edu.au/sites/default/files/documents/Releasing_the_Brakes_Overview_A4__Nov2011.pdf.</p> | <p>In 2011, GERRIC conducted a study on the attitudes and beliefs of Australian school leaders, teachers and parents about implementing academic acceleration policies for high-ability students.</p> <p>This report provides school leaders with an insight into the research findings on the social-emotional and academic concerns acceleration programs may present in gifted students, and the various acceleration modes practised in Australian schools.</p> |
| <p>Gifted and talented students: A resource guide for teachers</p> <p>Catholic Education Office (Archdiocese of Melbourne) 2019, <i>Gifted and Talented Students: A resource guide for teachers in Victorian Catholic schools</i>, Catholic Education Office, Melbourne, www.cecv.catholic.edu.au/getmedia/0d923109-6fb2-4f32-a2e6-c437073dfccf/Gifted-and-Talented-handbook.aspx?ext=.pdf.</p> | <p>The resource guide is an overview of the Catholic Education Archdiocese of Melbourne's policy for building a program to support gifted and talented learners. This guide will help educators to expand their gifted and talented knowledge base and shape their practices and procedures to better respond to the learning needs of gifted and talented students.</p> |
| <p>Gifted and talented students: Parent factsheets</p> <p>Australian Capital Territory 2020, <i>Gifted and Talented Students</i>, ACT Government: Education, www.education.act.gov.au/support-for-our-students/g-and-talented-education.</p> | <p>The ACT Government has created parent factsheets to support their <i>Gifted and Talented Students Policy 2014</i>. These documents aim to assist parents and educators in tailoring provisions to meet students' individual educational needs. They are useful for educators seeking concise, relevant information on gifted and talented education.</p> |
| Defining gifted and talented | |
| <p>Website of Dr François Gagné</p> <p>Gagné, F 2012, <i>Dr. François Gagné</i> (personal website), https://gagnefrancoys.wixsite.com/dmgt-mddt.</p> | <p>François Gagné is a psychology professor who has dedicated his career to giftedness research and teaching. This website provides access to a selection of Gagné's articles and additional resources for his Differentiated Model of Giftedness and Talent (DMGT), which is widely accepted in Australia. The materials on this website will help educators to familiarise themselves with this foundational model and further their understanding of what it means for students to be gifted and talented.</p> |

| Resource | Description |
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| <p>High potential and gifted education State of New South Wales (Department of Education) 2020, 'High potential and gifted education: About the policy', <i>NSW Department of Education</i>, https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/about-the-policy#tabs-32.</p> | <p>The NSW Government's <i>High Potential and Gifted Education Policy</i> provides a framework and guidance for schools and teachers to meet the learning needs of gifted students. The policy includes a visual representation of Gagné's DMGT specifically adapted to the Australian educational context. This resource challenges educators to broaden their current interpretations of giftedness and reflect on their teaching methods and policies, particularly when developing the talent of high-potential and gifted students.</p> |
| Recognising giftedness | |
| <p>Characteristics and needs of talented learners VanTassel-Baska, J 1998, 'Characteristics and needs of talented learners', in J VanTassel-Baska (ed), <i>Excellence in Educating Gifted and Talented Learners</i>, Love Publishing Co, Denver, pp.173–191.</p> | <p>Joyce VanTassel-Baska is an internationally renowned advocate for effective curricular interventions and talent development in gifted students. This book introduces the main issues in gifted and talented education. Chapter 10 identifies and describes the key characteristics and learning needs of gifted and talented students. It also contains extensive tables listing curricular recommendations to address these traits and needs. This resource can help teachers to make sense of observed behaviours within the classroom and action the learning needs of gifted and talented students.</p> |
| <p>'Traits of giftedness' table Clark, B 2013, <i>Growing Up Gifted: Developing the potential of children at school and at home</i>, 8th edn, Pearson/Merrill Prentice Hall, Upper Saddle River, NJ.</p> | <p>Barbara Clark is internationally renowned for her research on brain function and development of gifted and talented students. The 'Traits of giftedness' table presented in Clark's text <i>Growing Up Gifted</i> lists several common traits among gifted and talented students. It organises the traits across four categories: cognitive, creative, affective and behavioural. The table serves as a quick reference for educators who are deciding whether to nominate a student for giftedness assessment measures.</p> |
| Identifying giftedness | |
| <p>Implementation strategies for gifted and talented students NSW Department of Education and Training 2021, High potential and gifted education: Supporting educators, NSW Department of Education and Training, Sydney, <ul style="list-style-type: none"> • https://policies.education.nsw.gov.au/policy-library/policies/pd-2004-0051 • https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify • https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement • https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators </p> | <p>This NSW Department of Education and Training policy is a comprehensive overview on identifying and supporting gifted and talented students. It provides advice and a guideline to help schools develop and implement fair, dynamic, and comprehensive identification and implementation processes that align to Gagné's DMGT.</p> |

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| <p>Gifted and talented (GAT) education flowchart</p> <p>Australian Capital Territory, 2021, 'Gifted and talented (GAT) education flowchart,' <i>Gifted and Talented Students Policy</i>, Appendix A, ACT Government: Education, Canberra,</p> <p>https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/access-and-equity/gifted-and-talented/gifted-and-talented-students-policy</p> | <p>The ACT <i>Gifted and Talented Students Policy</i> recognises the unique learning needs of gifted students and outlines the roles and responsibilities of schools in implementing identification procedures and educational provisions and strategies to meet the learning needs of gifted students. Two of the associated implementation documents, <i>Gifted and Talented Procedures</i> and Appendix A-1 provide clear guidance on what an educator should do to identify a gifted and talented student. It specifies clearly defined steps for transitioning from recognising to officially identifying a gifted student.</p> |
| Responding to giftedness | |
| <p>Developing academic acceleration policies</p> <p>Lupkowski-Shoplik, A, Behrens, WA & Assouline, SG 2018, 'Developing academic acceleration policies: Whole grade, early entrance & single subject', <i>National Association for Gifted Children (NAGC)</i>,</p> <p>www.nagc.org/sites/default/files/key%20reports/Developing%20Academic%20%20Acceleration_10-23-18.pdf.</p> | <p>The National Association for Gifted Education (NAGC) is an American non-profit organisation that supports the growth and development of gifted and talented students through education, advocacy, community building and research. The website provides access to a wide selection of resources for administrators, teachers and parents, including this guide for US education authorities writing academic acceleration policies for their school systems. It unpacks the concept of acceleration in detail and provides information for supporting students at the top end of the gifted and talented spectrum. This resource is particularly relevant to educators whose students require more than the current differentiation and enrichment measures and who require more advanced progression in their studies.</p> |
| <p>Make a twist: Curriculum differentiation for gifted students</p> <p>Juratowitch, M & Blundell, R 2014, <i>Make a Twist: Curriculum differentiation for gifted students</i>, Gredbrook Pty Ltd, Toowong, Queensland.</p> | <p>This Australian resource is designed to support upper primary and junior secondary educators with identifying and implementing differentiated strategies for gifted students. The strategies described are complex, challenging, achievable and engaging for gifted and high-ability students, and can be applied within the context of curriculum activities and assessment tasks.</p> |
| Giftedness and underachievement | |
| <p>Revised profiles of the gifted & talented</p> <p>Neihart, M & Betts, GT 2010, 'Revised profiles of the gifted and talented', <i>Ingeniosus</i>,</p> <p>https://docs.google.com/viewer?a=v&pid=sites&srcid=c3Rqb3NlcGhzLmNvLm56fHN0LWpvc2VwaC1zLWNhdGhvbGljLXNjaG9vbC1wdWtla29oZS1nYXRlIGd4OjVkbWVkbmQ5YjJmZjYmE.</p> | <p>Maureen Neihart and George Betts have developed a matrix that represents the six profiles of gifted and talented students. The matrix outlines each of the profiles and helps parents and educators to examine feelings, behaviours, needs and external perceptions of gifted and talented students. It is an especially handy tool for helping teachers to recognise and understand gifted underachievers, and also lists the most appropriate measures for identifying and supporting these students at school and at home.</p> |

| Resource | Description |
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| <p>Revisiting gifted education Centre for Education Statistics and Evaluation 2019, <i>Revisiting Gifted Education</i>, NSW Department of Education, www.cese.nsw.gov.au/images/stories/PDF/Revisiting_gifted_education.pdf.</p> | <p>In 2018, the NSW Department of Education conducted a review of gifted and talented education in NSW. The review included a literature review that summarised the most current research related to educating gifted and talented students, and informs educators on the latest Australian developments. It also provides guidance on how to ensure that all learners have the greatest opportunity to reach the full extent of their abilities. This paper is useful for teachers aiming to refine their practice to directly address underachievement of high-potential students.</p> |
| Giftedness and twice-exceptionality | |
| <p>Gifted & LD WETA 2020, <i>LD Online: Gifted & LD</i> (education resource), www.idonline.org/indepth/gifted.</p> | <p>This American webpage contains links to articles, videos and recommended books that address gifted students with learning disabilities. The resources aim to help teachers identify these students and strike the right balance in their practice so that both disabilities and gifts are accommodated.</p> |
| <p>Quick tips for teaching 2e kids Kuntz, DS 2018, 'Quick tips for teaching 2e kids with Kelly Hirt', <i>Bright and Quirky</i>, 11 September, https://brightandquirky.com/quick-2e-teaching-tips-kelly-hirt.</p> | <p>This American webpage contains vlogs for parents and teachers to support the emotional and academic needs of 2e students. An optional paid extra provides access to recorded sessions by international speakers such as Temple Grandin from the 2018, 2019 and 2020 Bright and Quirky summit conferences.</p> |
| Student perspectives on giftedness | |
| <p>Lessons learned from gifted children about differentiation Olenchak, F 2001, 'Lessons learned from gifted children about differentiation', <i>The Teacher Educator</i>, vol. 36, no. 3, pp. 185-198.</p> | <p>This article describes a qualitative study of four primary-aged gifted students and their experiences. The study highlights the student voice and illuminates how gifted and talented students may perceive differentiation, and why they do not always respond favourably to it. This article suggests some measures to help attain this outcome and is for teachers interested in improving the efficacy of differentiation methods that specifically target gifted students.</p> |
| <p>Rethinking giftedness film Boaler, J & Constantinou, S (dirs) 2017, <i>Rethinking Giftedness</i> (short film), Citizen Film, USA, www.youcubed.org/rethinking-giftedness-film.</p> | <p>This film consists of interviews where students discuss the effects of a gifted label. It draws attention to the unreasonable expectations and pressure that gifted students impose on themselves and the repercussions of this on their emotional and academic wellbeing. This film is included on this resource list not to discourage teachers from identifying gifted and talented students, but to increase understanding of how students cope with giftedness. This awareness will better equip teachers to support the often-silent emotional struggle of some students.</p> |



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