**Gifted and Talented Education**Please read in conjunction withStudent Diversity Advice, Australian Curriculum, v8.3

**Big Ideas**: Excellence**,** Equity & Entitlement (Melbourne Declaration 1999)

**Australian Curriculum:** Rigour, Relevance and Engagement

**AISSA Values:** Excellence, Integrity, Expertise

**Tag Line:** “Not more important, but as important”

**Transfer Goal:** Teachers will be able to independently use their learning to cater for the learning needs of gifted and talented students

**Deep Understandings:**

Teachers will understand that

* gifted and talented students benefit from rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals (Student Diversity advice, Australian Curriculum)
* raising outcomes for gifted and talented students is a very effective way of raising outcomes for all students
* there are gifted and talented students in every school
* there are a variety of curriculum models that can be used to cater for the learning needs of gifted and talented students
* effective differentiating in a mainstream classroom increases student engagement without increasing teacher workloads
* interventions for gifted and talented students should meet their specific cognitive and affective goals
* the stronger the gift, the stronger the intervention that is required
* support and extension may best be delivered according to the principles of RTI (Response to Intervention)
* data from a range of sources should be used to inform the identification and design of interventions for gifted and talented students
* Individual Learning Plans may need to be developed to meet the needs of gifted and talented students
* early identification and intervention are crucial to the realisation of potential
* there is no such thing as a homogenous group of gifted and talented students

**Essential Questions:**

**Over-arching question:** Are students entitled to an education that enables them to reach their potential?

1. What is the nature of giftedness?
2. How do we define the terms: *gifted* and *talented*?
3. Are gifted and talented students entitled to a curriculum commensurate with their abilities?
4. How do we identify gifted and talented students?
5. How do we ensure that our identification processes allow for cultural and socio-economic diversity?
6. How effective are the methods we are presently using in helping us to assess students’ abilities and needs?
7. How do we cater for gifted and talented students?
8. What are some of the curriculum models that can be used to cater for gifted and talented students?
9. How can the Australian Curriculum be used to support gifted and talented students?
10. How can we best provide for the well-being of gifted and talented students?
11. Is RTI an appropriate intervention for gifted and talented students?

**LEARNING AND TEACHING APPROACHES**

* Differentiation in mainstream classes
* Instructional grouping
* Small group settings
* Withdrawal, where appropriate
* Sophisticated higher order thinking skills
* Complexity and depth
* Support within the classroom, where appropriate
* External expert support, where appropriate

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