

## Inquiry into the Education of Gifted and Talented Students: Response to recommendations

Recommendation	Victorian Government Response	Notes
<p><b>Recommendation 1: Research on the extent and causes of underachievement by gifted students</b> That the Victorian Government commission research into the extent and causes of underachievement by gifted students in Victoria.</p>	Support	<p>Research into the extent and causes of underachievement by gifted students will be utilised by DEECD in the development of the Victorian policy on the education of gifted and talented students. The research will be drawn from experts and academics, and may be commissioned by DEECD as part of its strategic research approach and program.</p> <p>See also response to Recommendation 25.</p>
<p><b>Recommendation 2: List of gifted education programs and provisions</b> That the Victorian Government publish a list of all gifted education programs and provisions in Victorian government schools.</p>	Support in principle	<p>DEECD will investigate publishing a list of gifted and talented programs in Victorian government schools. The list would need to be tested against criteria to ensure that the programs are suitable. It would also be necessary to take into account the administrative burden that the reporting of such programs to DEECD would have on schools in the context of the Government's commitment to reducing red tape and reporting requirements.</p> <p>See also response to Recommendation 20.</p>
<p><b>Recommendation 3: Program evaluation</b> 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.</p>	Support in principle	<p>As part of a systemic approach to gifted and talented education in Victoria, any centrally managed programs will be evaluated as part of DEECD's strategic evaluation approach.</p> <p>See also response to Recommendation 4.</p>
<p><b>Recommendation 4: A new Victorian policy on the education of gifted and talented students</b> 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:</p> <ul style="list-style-type: none"> <li>- provide definitions of giftedness and talent</li> <li>- emphasise the importance of regular review and evaluation of gifted programs and provision (see recommendation 3)</li> <li>- stipulate that schools have a responsibility to identify their gifted students (see recommendation 13)</li> <li>- require schools to provide appropriate educational provisions for any student identified as gifted (see recommendation 16)</li> <li>- emphasise the importance of providing personalised learning for gifted students in all Victorian schools, especially in primary schools (see recommendations 17 and 31)</li> <li>- emphasise the importance of links between teachers and schools (see recommendations 21 and 48)</li> <li>- emphasise the importance of teacher professional learning (see recommendation 42)</li> <li>- emphasise the importance of addressing the social and emotional needs of gifted students (see recommendation 55)</li> <li>- emphasise the importance of collaborative partnerships between schools and parents (recommendation 61)</li> <li>- emphasise the importance of schools celebrating high achievement in all domains (see recommendation 63).</li> </ul> <p>This policy should be reviewed at least every five years.</p>	Support	<p>A new Victorian policy on the education of gifted and talented students will be developed in consultation with students, parents, teachers, schools and other relevant stakeholders. A principle of the Victorian policy will be encouraging all schools to document curriculum and opportunities for gifted and talented students. This policy will:</p> <ul style="list-style-type: none"> <li>• include a model school policy that schools can use to support documentation of their approach if they wish.</li> <li>• emphasise the importance of collaborative relationships and partnerships between students, parents, teachers, and schools.</li> <li>• promote the need to meet the educational and cultural needs of gifted and talented students from diverse backgrounds.</li> <li>• emphasise the importance of creating culturally welcoming environments for Koorie students and families, and promoting Koorie culture as a foundation of success for gifted Koorie students.</li> </ul> <p>Development of the new Victorian policy and implementation materials to support the new policy will be developed using a phased implementation approach.</p> <p>As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p> <p>Key elements of the policy that are addressed in other recommendations are described elsewhere in this response.</p>
<p><b>Recommendation 5: Resources to support the Victorian policy on the education of gifted and talented students</b> 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:</p> <ul style="list-style-type: none"> <li>- identifying gifted students (see recommendations 9, 10, 11, 12, 14 and 15)</li> <li>- strategies and approaches for educating gifted students (see recommendations 18, 29 and 54)</li> <li>- giftedness and educating a gifted child (see recommendations 56, 58, 59 and 60).</li> </ul>	Support	<p>Resources currently published on DEECD's website will be reviewed and revised where necessary to ensure the content is current and comprehensive. In particular, these resources will be assessed on their usefulness and relevance for both school and early childhood professionals.</p> <p>Key elements of this recommendation that are addressed in other recommendations are described elsewhere in this response.</p> <p>See also responses to Recommendations 9, 29, 56, 58, 59 &amp; 60.</p>

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<p><b>Recommendation 6: Encouraging school policies on the education of gifted and talented students</b> That the Victorian Government encourage all Victorian schools to develop and implement school policies on the education of gifted and talented students.</p>	Support	<p>A principle of the Victorian policy will be encouraging all schools to document curriculum and opportunities for gifted and talented students. See also responses to Recommendations 4 &amp; 7.</p>
<p><b>Recommendation 7: Model school policy on the education of gifted and talented students</b> 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.</p>	Support	<p>A principle of the Victorian policy will be encouraging all schools to document curriculum and opportunities for gifted and talented students. A model school policy and guidelines will be developed as part of the Victorian policy to support schools to focus on gifted and talented education, though decisions about how to document curriculum and opportunities for students will be a school-based decision. The guidelines could include case studies and samples of good practice to allow each school to develop their own documentation based on local needs. See also responses to Recommendations 4 &amp; 6.</p>
<p><b>Recommendation 8: Establishment of Gifted Education Unit within DEECD</b> 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:</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- 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)</li> <li>- 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)</li> <li>- providing information and resources on giftedness and identifying and educating gifted students (see recommendations 2, 5 and 47)</li> <li>- leading the development of guidelines on year level acceleration and early entry to primary school (see recommendations 19 and 30)</li> <li>- leading the development of new approaches to catering for gifted students, including a virtual school and mentoring program (see recommendations 20 and 23)</li> <li>- supporting schools to establish links with community, business and industry partners (see recommendation 24)</li> <li>- supporting increased links between schools, teachers and gifted students (see recommendations 22, 36, 49 and 57)</li> <li>- 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).</li> </ul>	Not supported	<p>DEECD will have a new organisational structure on 1 January 2013. A specific division within DEECD is responsible for developing policies on learning and teaching and student outcomes in Victorian schools. This division will work with other relevant areas across DEECD, including those with responsibility for early childhood development and Koorie education, on the functions outlined in this recommendation. Work on gifted and talented education sits as part of broader, whole-of-system work on curriculum design, pedagogy, and delivery to meet the needs of all students.</p>
<p><b>Recommendation 9: Information and resources to assist healthcare professionals to identify giftedness</b> 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.</p>	Support	<p>Work has commenced in DEECD to develop resources for early childhood educators on identifying giftedness in young children in early childhood education and care services. These resources will be made available to a range of early childhood healthcare professionals including maternal and child health nurses. See also responses to Recommendations 5, 10, 38 &amp; 39.</p>
<p><b>Recommendation 10: Identification toolkit for early childhood educators</b> That the Victorian Government develop a toolkit, including checklists and other information, to assist early childhood educators to identify giftedness.</p>	Support	<p>Work has commenced in DEECD to develop resources for early childhood educators on identifying giftedness in young children in early childhood education and care services. This work will be made available to a range of early childhood professionals. See also responses to Recommendations 5, 9, 38 &amp; 39.</p>
<p><b>Recommendation 11: Identification toolkit for teachers</b> That the Victorian Government develop a toolkit, including checklists and other information, to assist teachers to identify giftedness.</p>	Support	<p>Existing DEECD checklists and information for teachers on the DEECD website to assist with identifying giftedness will be reviewed and revised as necessary to reflect the new Victorian policy and the Inquiry recommendations. See also responses to Recommendations 5, 12, 18 &amp; 54.</p>

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<p><b>Recommendation 12: Identification toolkit for parents</b> That the Victorian Government develop a toolkit, including checklists and other information, to assist parents to identify giftedness.</p>	Support	Existing DEECD checklists and information for parents on the DEECD website to assist them with identifying giftedness will be reviewed and revised as necessary to reflect the new Victorian policy and the Inquiry recommendations. See also responses to Recommendations 5, 11, 18 & 54.
<p><b>Recommendation 13: Schools' responsibility to identify gifted students</b> 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.</p>	Support in principle	A principle of the Victorian policy will be encouraging all schools to document curriculum and opportunities for gifted and talented students. The model school policy will include reference to the need to identify gifted and talented students. See also response to Recommendation 4.
<p><b>Recommendation 14: Information on identifying gifted students from backgrounds of educational disadvantage</b> 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.</p>	Support	Existing resources to assist in the identification of giftedness (including for those from a disadvantaged background) will be reviewed and revised as necessary to reflect the new Victorian policy and the Inquiry recommendations. Development of any new resources specific to students from backgrounds of educational disadvantage will take into consideration the needs of children in the early years of schooling and will be consistent with the recommendations of the Vulnerable Children Inquiry. See also responses to Recommendations 5, 15 & 35.
<p><b>Recommendation 15: Targeted information on identifying giftedness for schools in disadvantaged areas</b> That the Victorian Government provide targeted information and resources about identifying giftedness to schools with significant numbers of students from backgrounds of educational disadvantage.</p>	Support	Existing resources to assist in the identification of giftedness in schools with a significant number of disadvantaged students will be reviewed and revised as necessary to reflect the new Victorian policy and the Inquiry recommendations. New, targeted resources will be developed as required, based on appropriate research and consultation. See also responses to Recommendations 5, 14 & 35.
<p><b>Recommendation 16: Schools' responsibility to provide for gifted students</b> 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.</p>	Support in principle	A principle of the Victorian policy will be encouraging all schools to document curriculum and opportunities for gifted and talented students. Schools may choose to address this within individual learning plans for students. Virtual provision of education could be utilised, particularly for small rural schools. See also responses to Recommendations 4 & 17.
<p><b>Recommendation 17: Policy support for personalised learning</b> 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.</p>	Support	A principle of the Victorian policy will be encouraging all schools to document curriculum and opportunities for gifted and talented students, which should support a personalised learning approach. See also responses to Recommendations 4, 17 & 31.
<p><b>Recommendation 18: Information for teachers and schools about strategies for educating gifted students</b> That the Victorian Government provide information and support for teachers and schools about strategies for educating gifted students, including:</p> <ul style="list-style-type: none"> <li>- individual learning plans</li> <li>- curriculum differentiation</li> <li>- acceleration, particularly year level acceleration</li> <li>- ability grouping, including vertical timetabling</li> <li>- enrichment and enhancement.</li> </ul>	Support	Existing information and support to assist in developing strategies for educating gifted students will be reviewed and revised as necessary to reflect the new Victorian policy and the Inquiry recommendations. The Victorian Curriculum and Assessment Authority is developing support material for the implementation of AusVELS (the Foundation to Year 10 Curriculum for Victorian government and Catholic schools being implemented from 2013), including guidance on the development of individual learning plans and differentiated curriculum. See also responses to Recommendations 5, 11, 12, 19 & 54.
<p><b>Recommendation 19: Guidelines for year level acceleration</b> That the Victorian Government develop and promote guidelines for year level acceleration.</p>	Support	Some information and guidance about year level acceleration is provided by DEECD to schools. Current research and evidence will be reviewed by DEECD to inform any update to the guidance material. See also response to Recommendation 18.

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<p><b>Recommendation 20: Virtual school for gifted students</b> That the Victorian Government utilise technology to establish a virtual school to provide extended learning opportunities for gifted students throughout the state.</p>	Support in principle	<p>Existing virtual technologies in operation in Victorian schools – such as the Ultranet – provide the space for extended learning opportunities for gifted and talented students.</p> <p>Some schools access private virtual provision for their gifted and talented students. Information on these opportunities could be included in a published list of gifted and talented programs. Schools also offer virtual classes at the VCE level through the Ultranet and other web-based learning platforms that could be accessed by other schools. The Distance Education Centre, Victoria is one such space. However extension of the function of such existing virtual technologies would require additional resources. As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p> <p>See also responses to Recommendations 2, 21 &amp; 22.</p>
<p><b>Recommendation 21: Policy support for links between schools</b> 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.</p>	Support	<p>In some cases schools already link up to offer ‘virtual classes’ at VCE level and teachers share ideas and resources to enhance provision for gifted students. Much of this sharing takes place online through the Ultranet and other web-based learning platforms.</p> <p>As part of the Victorian policy, schools will be encouraged to adapt this collaborative approach across a broader spread of content and classes, both secondary and primary.</p> <p>See also responses to Recommendations 4, 20, 22 &amp; 36.</p>
<p><b>Recommendation 22: Supporting schools to establish links</b> That the Victorian Government encourage and support schools to establish links with other schools to enhance provision for gifted students.</p>	Support	<p>Schools often form links with other schools and providers to promote collaboration, the sharing of ideas and resources, and enhance provision for gifted students. Good examples of existing practice will be documented and included in the new Victorian policy.</p> <p>See also responses to Recommendations 20, 21 &amp; 36.</p>
<p><b>Recommendation 23: Mentoring program for gifted students</b> 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.</p>	Support in principle	<p>There are a number of existing mentoring opportunities for gifted and talented students. These include the In2Science program, which can be accessed by gifted students with an interest in science. The Government has committed to promoting science and engineering in the education system by providing gifted students the opportunity to accelerate their knowledge and entrepreneurship skills through mentoring and networking opportunities.</p> <p>As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p> <p>See also response to Recommendation 57.</p>
<p><b>Recommendation 24: Increased collaboration with community, business and industry</b> That the Victorian Government facilitate links between schools and community, business and industry to provide opportunities for gifted students.</p>	Support	<p>Opportunities to expand existing programs and partnerships with the broader community will be explored, including the Business Working with Education Foundation which promotes business-education partnerships. Further links could be encouraged and facilitated through a series of targeted forums, which could also include opportunities to support links between early childhood providers, community and business.</p> <p>There is an opportunity to identify mentors from the academic community and business to support students in the new VCE Extended Investigation study that is in the final stages of development.</p>
<p><b>Recommendation 25: Improving the evidence base</b> That the Victorian Government play a leadership role in promoting research in the field of gifted education, including through collaboration with universities.</p>	Support	<p>Academic research in the field of gifted and talented education will be encouraged by DEECD through its strategic research and evaluation approach. New research findings will be made available to early childhood providers and schools through a range of communication channels, including the Ultranet.</p> <p>See also response to Recommendation 1.</p>

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<p><b>Recommendation 26: Indigenous education policies that promote high achievement</b> That the Victorian Government continue to support high achievement among Indigenous students through targeted education policies.</p>	Support	The Victorian Government has identified the improvement of Koorie early childhood and education outcomes as a key priority. DEECD is developing a new Koorie Strategy for early childhood, schools, and higher education and skills. The Strategy will include explicit reference to issues surrounding the identification and support of gifted and talented Koorie children and young people throughout life, and directions for promoting aspiration and high achievement. There will be a combination of targeted programs and initiatives to ensure the universal system supports high-achieving Koorie children and young people.
<p><b>Recommendation 27: Supporting The Aspiration Initiative</b> That the Victorian Government monitor The Aspiration Initiative, with a view to further supporting this program.</p>	Support	DEECD will continue to monitor The Aspiration Initiative by maintaining regular communications with the Initiative Director, regular meetings with Initiative staff, and by Departmental representatives attending Aspiration Initiative camps. DEECD will also continue to provide material and in-kind support for the Aspiration Initiative by offering guaranteed enrolment and full-fee subsidies for all Victorian Aspiration Initiative participants to attend the Victorian School for Student Leadership, assisting in distribution of Aspiration Initiative materials and other support as negotiated.
<p><b>Recommendation 28: Supporting a Koorie academy</b> That the Victorian Government support the creation of a Koorie academy.</p>	Support	A Koorie Academy of Excellence has been established in DEECD's Northern Region in partnership with the Victorian Aboriginal Education Association Incorporated (VAEAI).  The Koorie Academy of Excellence commenced in 2012 with an enrolment of 30 students in Years 7 to 10 from schools across the northern suburbs of Melbourne. The Academy supports students to complete school while developing their confidence, interests and aspirations. It provides mentoring, cultural immersion, camps, theatre and arts activities, sporting events, cultural exchanges, social events and individual support through the Koorie Academy Liaison Officer.  DEECD and VAEAI will monitor the progress and outcomes of the Koorie Academy of Excellence during 2012 and 2013, and consider opportunities for expansion of the model to other metropolitan and regional locations.
<p><b>Recommendation 29: Information for teachers and schools about catering for twice exceptional students</b> That the Victorian Government provide targeted information and support to teachers and schools about catering for twice exceptional students.</p>	Support in principle	The development of targeted information and support for teachers about catering for this cohort of students will need to be appropriately researched.  As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.  See also response to Recommendation 5.
<p><b>Recommendation 30: Guidelines for early entry to primary school</b> That the Victorian Government develop and promote a clear, consistent and unambiguous set of guidelines for early entry to primary school.</p>	Support	DEECD recognises the need for clear and consistent information and guidance for families, services and schools to support the decision regarding early school entry. Work is currently being scoped to support the development of guidelines for funded kindergarten providers, schools and regional offices to support parents and their gifted children to make decisions and guide the transition into school where early entry is regarded as an appropriate option to support learning for gifted and talented children. Guidelines will be developed through appropriate research and consultation.
<p><b>Recommendation 31: Policy emphasis on catering for gifted students in every Victorian primary school classroom</b> 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.</p>	Support	A principle of the Victorian policy will be encouraging all schools to adopt a school-level policy for gifted and talented students, which should include reference to personalised learning as an integral aspect of the primary classroom.  DEECD is developing support material for the implementation of AusVELS (the Foundation to Year 10 Curriculum for Victorian government and Catholic schools being implemented from 2013), including guidance on the development of individual learning plans and differentiated curriculum, including for gifted and talented students.  See also responses to Recommendations 4 & 17.
<p><b>Recommendation 32: Review of SEAL Program</b> That the Victorian Government undertake a comprehensive review of the SEAL Program, with a particular focus on the quality and consistency of the Program.</p>	Support in principle	Future reviews and evaluations of the SEAL Program would be considered as part of DEECD's strategic evaluation approach and program.  As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.  See also response to Recommendation 33.

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<p><b>Recommendation 33: Regular evaluations of SEAL Program</b> That the Victorian Government undertake regular evaluations of the SEAL Program.</p>	Support in principle	<p>Further reviews and evaluations of the SEAL Program would be considered as part of DEECD's strategic evaluation approach and program.</p> <p>As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p> <p>See also response to Recommendation 32.</p>
<p><b>Recommendation 34: Review of selective entry, SEAL and specialist school selection processes to ensure equitable access</b> 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.</p>	Support in principle	<p>A review of the selection criteria and processes for these institutions and programs to ensure that gifted students from all backgrounds have equitable access is appropriate and timely.</p> <p>As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p>
<p><b>Recommendation 35: Promoting selective entry, SEAL and specialist schools in disadvantaged areas</b> 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.</p>	Support	<p>Existing promotion of these programs will be expanded to assist gifted and talented students from disadvantaged backgrounds, and their parents, to identify available opportunities.</p> <p>See also responses to Recommendations 14 &amp; 15.</p>
<p><b>Recommendation 36: Outreach by selective entry and specialist schools</b> 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.</p>	Support in principle	<p>Some specialist and select entry schools currently offer limited outreach programs for gifted students from surrounding schools or are considering ways to do this. The current guidelines for these schools and their capacity to expand program provision will be investigated.</p> <p>As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p> <p>See also responses to Recommendations 21 &amp; 22.</p>
<p><b>Recommendation 37: Early entry to university</b> That the Victorian Government work with universities to ensure admission policies facilitate early access to university for gifted students in appropriate cases.</p>	Support in principle	<p>DEECD will work with universities to investigate current admission policies to ensure that they are flexible enough to facilitate early entry, where appropriate, on a case by case basis.</p>
<p><b>Recommendation 38: Pre-service training for early childhood educators</b> That the Victorian Government work with universities and TAFE colleges to provide increased opportunities for pre-service early childhood educators to learn about giftedness.</p>	Support in principle	<p>DEECD will work with universities and training providers (including TAFEs) to encourage increased opportunities for pre-service early childhood educators to learn about giftedness. DEECD will liaise with the Australian Children Education and Care Quality Authority as the body responsible for approved early childhood courses at the vocational and undergraduate level.</p> <p>See also responses to Recommendations 10, 39 &amp; 40.</p>
<p><b>Recommendation 39: Professional learning for early childhood educators</b> That the Victorian Government develop and implement a professional learning package on giftedness for early childhood educators.</p>	Support in principle	<p>Work is beginning to be progressed by DEECD to develop resources for early childhood educators on identifying giftedness in young children in early childhood education and care services.</p> <p>As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p> <p>See also responses to Recommendations 10, 38 &amp; 40.</p>
<p><b>Recommendation 40: Opportunities for pre-service teachers to work with gifted students</b> 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.</p>	Support in principle	<p>DEECD will work with universities to encourage increased opportunities for pre-service teachers to learn about giftedness and work with gifted and talented students as part of teaching placements.</p> <p>See also response to Recommendation 38.</p>
<p><b>Recommendation 41: Increasing professional learning opportunities in gifted education</b> That the Victorian Government provide and promote increased professional learning opportunities on gifted education, including online, and support teachers to attend.</p>	Support in principle	<p>Existing support and resources for teachers will be reviewed and revised as necessary to reflect the new Victorian policy and the Inquiry recommendations. Further promotion of these opportunities will be investigated.</p> <p>As part of the development of the new policy framework, options for resourcing and implementing further provision of professional learning opportunities will be considered.</p>

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<p><b>Recommendation 42: Policy support for professional learning in gifted education</b> 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.</p>	Support	<p>The importance of professional learning in gifted and talented education will be emphasised as part of the new Victorian policy and associated model school policy. See also response to Recommendation 4.</p>
<p><b>Recommendation 43: Scholarships for postgraduate study in gifted education</b> That the Victorian Government provide scholarships for teachers to undertake postgraduate study in gifted education.</p>	Support in principle	<p>Scholarships would greatly enhance the capacity of schools to provide appropriate education for gifted and talented students, particularly if schools with trained teachers established links with other schools. As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered. See also response to Recommendation 44.</p>
<p><b>Recommendation 44: Other support for postgraduate study in gifted education</b> That the Victorian Government support schools to support teachers to undertake postgraduate study in gifted education.</p>	Support in principle	<p>Schools are encouraged to support their teachers to undertake further professional learning throughout their careers. Appropriate post-graduate courses will be identified and information provided to schools. As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered. See also response to Recommendation 43.</p>
<p><b>Recommendation 45: Opportunities for teachers to undertake placements in schools with gifted education programs</b> That the Victorian Government implement a scheme to provide opportunities for teachers to undertake placements or exchanges in schools with gifted education programs.</p>	Support in principle	<p>A placement or exchange scheme would need to be carefully managed to ensure that participating teachers are supported and that the host schools are not unnecessarily burdened. Resources may be required to support such a scheme (including casual relief teacher support, travel allowances and administrative allowances). As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p>
<p><b>Recommendation 46: Policy support for greater teacher participation in gifted education programs within schools</b> 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.</p>	Support	<p>Encouraging all teachers to participate in the delivery of gifted and talented programs will be supported through the new Victorian policy and model school policy. See also response to Recommendation 4.</p>
<p><b>Recommendation 47: Education for school leaders</b> That the Victorian Government provide information and education on gifted education to all school leaders.</p>	Support	<p>A systemic approach will be adopted to provide this information through existing DEECD communication channels and processes, online resources and a communications strategy. This information will support a change to school culture, leading to better provision of appropriate education for gifted and talented students. See also response to Recommendation 65.</p>
<p><b>Recommendation 48: Policy support for inter-school and intra-school gifted education teacher networks</b> 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.</p>	Support	<p>The new policy and model school policy will include reference to teacher networks, both within and between schools, which will be essential to the successful development and implementation of the new Victorian policy. See also responses to Recommendations 4 &amp; 49.</p>
<p><b>Recommendation 49: Supporting inter-school gifted education teacher networks</b> That the Victorian Government support the establishment of gifted education teacher networks between schools from all school sectors.</p>	Support	<p>A cross-sectoral approach to gifted and talented education will be encouraged through the new Victorian policy. See also responses to Recommendations 4 &amp; 48.</p>
<p><b>Recommendation 50: Policy support for gifted education coordinators in schools</b> That Victorian Government, through the model school policy on the education of gifted students, emphasise the importance of schools having a gifted education coordinator.</p>	Support	<p>A rationale to support this approach of schools having a gifted and talented education coordinator will be included within the new Victorian policy and model school policy. See also responses to Recommendations 4, 51 &amp; 52.</p>
<p><b>Recommendation 51: Supporting gifted education coordinators in schools</b> That the Victorian Government support schools to have a gifted education coordinator.</p>	Support in principle	<p>Whilst this is a local school decision, schools will be encouraged to identify a gifted education coordinator as a leadership role within their school as appropriate. A rationale to support this approach will be included within the new Victorian policy and model school policy. See also responses to Recommendations 4, 50 &amp; 52.</p>

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<p><b>Recommendation 52: Supporting professional learning for gifted education coordinators</b> That the Victorian Government support school gifted education coordinators to undertake professional learning and postgraduate study in gifted education.</p>	Support in principle	<p>Schools are encouraged to support their teachers to undertake further professional learning throughout their careers. Appropriate post-graduate courses will be identified and information provided to schools.</p> <p>As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p> <p>See also responses to Recommendations 4, 41, 43, 44, 50 &amp; 51.</p>
<p><b>Recommendation 53: Gifted education advisor</b> 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.</p>	Not supported	<p>DEECD will consider the establishment of an expert panel comprising researchers and practitioners from tertiary institutions, business, early childhood providers and schools both within Victoria and from other jurisdictions. A specific division within DEECD is responsible for developing policies on learning and teaching and student outcomes in Victorian schools. Work on gifted and talented education sits as part of broader, whole-of-system work on curriculum design, pedagogy, and delivery to meet the needs of all students.</p>
<p><b>Recommendation 54: Access to information, research and resources for teachers</b> That the Victorian Government provide information, research and practical resources on gifted education for Victorian teachers and schools, including online where possible.</p>	Support	<p>Information and resources currently published on DEECD's website will be reviewed and revised where necessary to ensure the content is current and comprehensive.</p> <p>See also responses to Recommendations 5, 11, 12, 18 &amp; 19.</p>
<p><b>Recommendation 55: Policy support for supporting social and emotional needs of gifted students</b> 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'.</p>	Support	<p>The Victorian policy will emphasise the importance of addressing the social and emotional needs of gifted and talented students. There is also potential for the establishment of networks of 'like minds' for gifted students both within and across schools and the provision of counselling and support opportunities for gifted students where appropriate.</p> <p>See also response to Recommendation 4.</p>
<p><b>Recommendation 56: Information about giftedness for gifted students</b> That the Victorian Government provide information about giftedness for gifted students, including through schools and online.</p>	Support	<p>Information for children and young people will be offered through the Ultranet and DEECD website. Information would be developed in consultation with gifted young people to ensure the student resource is appropriate and meaningful.</p> <p>See also response to Recommendation 5.</p>
<p><b>Recommendation 57: Providing opportunities for gifted students to connect with like minds</b> That the Victorian Government work with schools to provide opportunities for gifted students to meet and connect with each other, including online.</p>	Support in principle	<p>Schools will be encouraged through the Victorian policy to identify appropriate learning opportunities where gifted and talented students can meet and connect with each other, face-to-face and/or within safe, online environments, such as the Ultranet.</p> <p>See also response to Recommendation 23.</p>
<p><b>Recommendation 58: Access to information, research and resources for parents</b> That the Victorian Government provide information, research and resources for parents on giftedness and gifted education, including online where possible.</p>	Support	<p>Resources for parents of gifted and talented students, currently published on the DEECD website, will be reviewed and revised where necessary to ensure the content is current and comprehensive. Information about these resources and how they might best be used with parents will be provided to schools.</p> <p>See also responses to Recommendations 5 &amp; 59.</p>
<p><b>Recommendation 59: Toolkit for parents on educating gifted children</b> That the Victorian Government develop a comprehensive toolkit for parents incorporating a broad range of information about giftedness and educating a gifted child.</p>	Support	<p>Resources for parents of gifted and talented students, currently published on the DEECD website, will be reviewed and revised where necessary to ensure that they incorporate a broad range of information about giftedness and educating a gifted child. Information about these resources and how they might best be used with parents will be provided to schools.</p> <p>See also responses to Recommendations 5 &amp; 58.</p>
<p><b>Recommendation 60: Tailored information and resources for parents facing particular challenges</b> 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.</p>	Support in principle	<p>The development of resources targeted to these cohorts will occur as required, based on appropriate research and consultation.</p> <p>As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p> <p>See also response to Recommendation 5.</p>



Recommendation	Victorian Government Response	Notes
<p><b>Recommendation 61: Policy emphasis on collaborative partnerships between schools and parents</b> 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.</p>	Support	<p>Collaborative partnerships between schools and parents to develop a supportive school-community culture will be emphasised in the new Victorian policy. See also response to Recommendation 4.</p>
<p><b>Recommendation 62: Support for gifted education support groups</b> That the Victorian government provide support for groups and organisations that support the parents of gifted students.</p>	Support in principle	<p>Resources and research developed as part of the response to the Inquiry recommendations and the new Victorian policy would be made available through an online information hub. Seed funding for conferences run by key organisations and groups that support gifted and talented education could be provided dependent on budget availability.</p>
<p><b>Recommendation 63: Policy emphasis on creating school cultures that celebrate achievements in all domains</b> 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.</p>	Support	<p>The Victorian policy will encourage schools to establish a culture of celebrating high achievement in all domains. Celebrating achievement within schools will help to develop a supportive culture of excellence and achievement. DEECD and the VCAA will continue to support, subject to budget availability, recognition of excellence of students enrolled in VCE, VCAL and VETIS through a range of programs such as the Premier's VCE Awards, Season of Excellence, VCE Leadership Awards, VCAL Achievement Awards, Plain English Speaking Award, Margaret Schofield Memorial Scholarship and the John Button School Prize. DEECD and the VCAA will also consult the education community about new forms of recognition, including the introduction of a Victorian Baccalaureate and specialist senior secondary programs. See also responses to Recommendations 4 &amp; 7.</p>
<p><b>Recommendation 64: Education campaign for schools about giftedness</b> 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.</p>	Support in principle	<p>The new Victorian policy will raise the profile of gifted and talented education in schools. A consultative approach to the development of an education campaign would be adopted, continuing through the life of the policy to ensure that schools maintain a focus on the education of gifted and talented students. As part of the development of the new policy framework, options for resourcing and implementing this recommendation will be considered.</p>
<p><b>Recommendation 65: Policy emphasis on promoting understanding of the aims of gifted education provisions</b> 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.</p>	Support	<p>This is essential if a change in school culture leading to the provision of appropriate education for gifted and talented students is to occur. The new Victorian policy will emphasise the importance of educating the whole school community. See also responses to Recommendations 4 &amp; 47.</p>