Dear Committee,

I thank you for the opportunity to make submissions regarding gifted and Talented education in Victoria. I have already submitted one item written from my family's personal perspective. I would like to also formally submit for your inquiry the following document, attached as a PDF.

It is a comprehensive summary of the existing scholarly literature regarding gifted education, including references, titled:
Research That Supports the Need for and Benefits of Gifted Education
The National Association for Gifted Children
By Sally M. Reis

Specifically, this article responds to the following items: (a)(iii) [how policies and programs] impact on the learning, development and wellbeing of gifted and talented students;

For example:
2. Grouping gifted students together for instruction increases achievement for gifted students, and in some cases, also for students who are achieving at average and below average levels (Gentry & Owen, 1999; Kulik, 1992; Rogers, 1991; Tieso, 2002).

3. The use of acceleration results in higher achievement for gifted and talented learners (Kulik, 1992; Colangelo, Assouline & Gross, 2004; Rogers, 1991)
4. The use of enrichment and curriculum enhancement results in higher achievement for gifted and talented learners as well as other students (Field, nd; Gavin, et al, 2007; Gentry & Owen, 1999; Kulik, 1992; Reis, et al, 2007; Gubbins, et al, 2007; Rogers, 1991; Tieso, 2002).

7. The curriculum and pedagogy of gifted programs can be extended to a variety of content areas resulting in higher achievement for both gifted, average, and some enrichment pedagogy can benefit struggling and special needs students when implemented in a wide variety of settings (Baum, 1988; Kulik, 1992; Field, G.B., nd; Gentry, 1999; Gavin, et al, 2007; Reis, et al, 2003; Reis, et al, 2007; Little, Feng, VanTassel-Baska, Rogers, Avery, 2007; VanTassel-Baska, Zuo, Avery, & Little, 2002).

9. Gifted education programs and strategies benefit gifted and talented students longitudinally, helping students increase aspirations for college and careers, determine post-secondary and career plans, develop creativity and motivation that is applied to later work, and achieve more advanced degrees (Colangelo, Assouline & Gross, 2004; Delcourt, 1993; Hébert, 1993; Taylor, 1992; Lubinski, et al, 2001).

(c) opportunities and strategies for enhancing support for gifted and talented students, their
parents and carers, teachers and school leaders; and

5. Teachers can learn how to differentiate and compact curriculum to provide more challenge to all students, when they have the professional development, time, and support to learn how to effectively implement these skills and strategies. This study, for example:
Reis, Westberg, Kulikovich, & Purcell (1998)
Curriculum compacting and achievement test scores: What does the research say?
Teachers using curriculum compacting for gifted students could eliminate 40%-50% of regular curriculum for gifted students and produced achievement scores that were either the same as a control group or higher in math and science, regardless of what they did instead (independent study in a different content area).

And this successful program:
Gubbins, Housand, Oliver, Schader, & De Wet (2007)
Unclogging the mathematics pipeline through access to algebraic understanding
N=5 teachers
N=73 students
Elementary grade students identified for an after-school program in algebra using grade 8, norm-referenced achievement and algebra aptitude tests; the 30 hour intervention yielded significant pre/post achievement results in problem solving and data interpretation (17-point gain), and algebra tests.
opportunities for improved educational offerings for gifted and talented students through collaboration across all school sectors and with community, business and industry


N=16

The use of participants’ interests and the opportunity to participate in advanced training in music was found to significantly increase achievement in math, enhance all participants’ understanding of mathematics and to provide opportunities for the further development of their interests and abilities, especially their potential in music.

Sincerely,
Maya Panisset