

Revisiting gifted education



The 'Revisiting gifted education' literature review summarises the gifted education research base. It synthesises the best-quality available research into the learning characteristics of gifted students. It also provides summaries of the research on effective practices in gifted education for schools and teachers.

'Revisiting gifted education' is also a MyPL course.

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Key findings



Gifted students need more challenging learning with greater depth and complexity

Gifted students can have a level of cognitive function typical of students several years older, with high levels of fluid thinking, reasoning and working memory function.



Gifted students are found in all social groups

Students from disadvantaged backgrounds or with a co-existing disability may underachieve because of fewer learning opportunities or lack of support.



Lack of adequate challenge can contribute to social and emotional challenges

These can include boredom, disengagement, and perfectionist-type behaviours. Challenging learning experiences, positive social relationships and a supportive school environment help gifted students thrive.



Gifted students benefit from explicit teaching and well-structured learning

Gifted learners require scaffolding and structure in learning to help manage the demands of cognitive load. Explicit teaching and guided inquiry are just as necessary for gifted students as for all students.



Specific strategies are needed to help gifted students achieve their best

Teaching practices should align the challenge, complexity, depth and pace of learning with the learning needs of gifted students. Specific strategies may include curriculum acceleration, extension and enrichment learning.



The literature review supports the new High Potential and Gifted Education Policy

The policy recognises that high potential and gifted students require support to optimise their growth and achievement. It provides guidance to teachers, principals and schools on how they can help ensure that students from all backgrounds are supported to achieve their educational potential.

Find out more: education.nsw.gov.au/high-potential-and-gifted-education

The 'Revisiting gifted education' literature review is also an audio-book and podcast. To listen, visit www.soundcloud.com/nsw-cese

The Centre for Education Statistics and Evaluation (CESE) was created by the NSW Department of Education in 2012 to improve the effectiveness, efficiency and accountability of education in NSW. CESE is focused on supporting decision-making in education delivery and development with strong evidence.



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