Report

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**Analysis of resources and services available to support gifted education in Australia**

**Introduction**

Gifted children are those children who give evidence of their high performance and capability in different areas such as creative, intellectual, specific academic fields, and leadership fields. Such students require those activities and services that are not ordinarily provided within school realms so as to develop such capabilities to the fullest.

There are different services and, resources that are available to gifted students in Australia such as:

**Differentiated Instructions**

Differentiated instructions refer to modified courses and instructions that are designed for gifted students. These courses or instructions are planned within the context of management of student needs within the classroom of gifted children (Wellisch, et al. 2019).

**Cluster Grouping**

It is also called a heterogeneous classroom. Cluster grouping is a framework that is utilized for teaching gifted students taking into account that about 5 to 6 gifted students are clustered together, they have the same abilities, needs and interests that are clustered in the same classroom. It is used as a strategy that can help to address the need for a lot of students in a single setting and sitting (Wellisch, et al. 2019).

**After School Clubs of Enrichment**

Interest related clubs are designed that are meant to meet the needs of students after school hours. It is asserted that the participation of the students is voluntary in nature, which means that they have the right to take a decision regarding their participation. Moreover, students are allowed to learn by the support of different clubs such as Chess Club, Engineering Club and the Ecology Club (Mensa, 2019).

**Independent way of studying**

Gifted students are allowed to study independently, taking into account the fact that gifted students are gifted with self-directed learning strategies where the role of a teacher is to act as a guide for the student. Furthermore, the students will play a more active role in designing and managing to learn. In a simplified form, an independent way of learning will act as a platform where gifted students will learn to work on their own (Wellisch, et al. 2019).

**Acceleration of subject and grade**

Acceleration is defined as a strategy that can be used for helping a student to progress through education at a faster rate or at a younger age when compared to the other members of the same age or group. Grade acceleration is an opportunity that is meant for gifted students to advance to a better level on the basis of some strengths in subjects. It helps to save time and learn more (Mensa, 2019).

**Early Admission**

Gifted students are given the opportunity to take early admission which can be characterised as a movement of a student out of the normal progression. Usually, it is the progression of a pre-kindergarten student to a kindergarten level (GFSG Inc, 2019).

**Camps and Centres in Summers**

Under the implication of designed resources, students are allowed to get themselves enrolled in summer programs that are in partnership with both private and non-private agencies. Students are given diverse instructions with experimental, advanced and rigorous learning opportunities that can help to nurture the abilities and talents of the students. These opportunities are available in summer camps where they are provided with unique learning environments (GFSG Inc, 2019).

**Dual Enrolment**

Gifted Students are allowed to undergo dual enrolment that occurs when a student opts for college credit. Dual Enrolment helps them in getting major access to diverse technical and academic courses (Aussie Educator, 2019)

**Internships for High School**

Gifted Students are offered different internship courses that can help them to avail opportunities to experience some career exploration in different community businesses and other agencies that can empower an ability to learn within them (Sisk, et al. 2019).

**Suitability of gifted education resources and services for young children**

There are numerous perspectives in terms of analysing the suitability of gifted education resources and services that are meant for young children. According to Shaughnessy, (2018), the current resources and services are one of the best choices that can help gifted students do something extraordinary (Shaughnessy, et al. 2019). Gifted education can also improve the effectiveness of teachers because the course addresses both education texts and commercial materials that can address both behavioural traits and the other characteristic that can empower learning. However, the Victorian Department of Education asserts that there is more need for educational psychologists that can design a better content-oriented course for the students in order to let them learn in a far better way (GFSG Inc, 2019). Betts and Neihart believe that about 90% of children who are gifted are handed over to untrained teachers who are only exploiting the skills of children because they are not themselves well trained to deal with gifted students (GFSG Inc, 2019). While, Professor Braggett asserts that the courses, resources and the instructions that are designed for the gifted students are not up to the mark. There is a need for a teacher to provide them with an environment in which gifted students can show their skills, work on them and learn something extraordinary (Shaughnessy, et al. 2019). The perspective of parents is also a major point to consider because they are the ones who are opting and using different ways to support their children in learning something new. It is asserted that the parents are themselves much successful in declaring and identifying the gifted abilities of their children but at the same time, they are running short of resources that can encourage them to let their students learn (AAEGT - Australian Association for the Education of the Gifted and Talented, 2019). Very few parents are satisfied with the code of conduct and instructional material that is provided to the students while others think that gifted students should be guided and provided some different resources that can position them on such intellectual ranks that are higher than average students (Slater, et al. 2018).

Suitability, accessibility and the availability of resources and services is one of the major topics in the analysis of the gifted education, monitored by several real-life case analysis and data collected from other resources.

**Suitability**

Suitability is defined as the availability of required content and resources. According to Lubrc, (2019), it is asserted that the resources are designed universally so it is evident that they are suitable for almost all the gifted students. Although the exception is always there in the form of "disabled students and rural areas" that needs a bit of modification or improvement unless the resources are highly suitable to the requirements of students. Suitability also includes the adherence of content in terms of set goals at different levels, taking into account that there is a bit of variation in terms of different levels but the overall understanding of the suitability of resolvers for students is positive (Luburic, et al. 2019).

**Accessibility**

Accessibility in gifted education is defined as the ability or the provision of the institution to present the required resources to gifted students. It also includes the dimensions that are associated with people who belong to some backward area or they are not economically strong, it is affirmed that the accessibility of resources has some major gaps. Not all students have access to resource materials and it is one of the major issues to address (Luburic, et al. 2019).

**Availability of resources and services**

The department of availability of resources and services deals with the analysis of the distance within which a gifted student can get in touch with the set resources and services. According to the public, researchers, and the administrator’s perspective, availability of resources and services has never been an issue because almost all schools are provided with the resources that can be utilized for grooming and education of gifted students. Major issues are found in the provision and the accessibility to these resources because there are no complex or compact frameworks to be used for the evaluation of resources because the same teacher is teaching the courses (Luburic, et al. 2019). So, resources and services are already available, except for a few remote areas that are under development in terms of children education especially those who are gifted (Luburic, et al. 2019).

**Barriers that prevent children from using resources and services**

Barriers are one of those aspects that can help to understand the gaps in terms of the proposed objective of education for gifted students and the deviation from set objectives. These objectives range from geographical concerns and the lack of interest of teacher to the complete unavailability of resources that can help gifted students (Hu, et al. 2019).

**Differentiated Curriculum**

Differentiated Curriculum is termed as one of the barriers because it limits the approach of gifted students to get access to the relevant paradigms of education. There are areas in Australia where the curriculum is not in synchronization with the overall framework of education, in fact, there is some self-generated content that is being taught to students due to which gifted students find their course different and they would be unable to understand (Hu, et al. 2019).

**Rural Contexts**

Although it is the 21st century, still perceptions are old. Rural contexts limit the approach of students because of limited resources and a narrow-minded approach. There is a rare positive relationship of people with other people and land which diminish the universal approach towards welfare of gifted students (Gourgiotou, et al. 2019).

**Local Control**

Local Control seems primitive but it is dominant in recent time where villagers limit the approach and access to resources taking into account that a single school will have only two or three students so it is hard for them to take initiatives that are relative to few students. It mitigates the approach of gifted education to resources (Breik, et al. 2019).

**Limited supporting resources**

There are a lot of supporting resources that are required to comply with gifted education such as transport, financial approach and another resource because many Australians have limited resources and they could hardly meet the requirement of educational needs., These limited resources affect gifted education in a drastic way (Hu, et al. 2019).

**Institutional complications**

Usually, an institution is affiliated with some large schools and they share resources which are not equal. So, a lot of gifted students are deprived of basic resources because of the dominance of a large school or prime focus on the priority students. (Hu, et al. 2019).

**Untrained Teachers**

Achievement of skills is not possible without teachers and untrained teachers are one of the major barriers that can compromise the access and approach to resources that can help gifted students. Teacher training is one of the prime necessities that is mandatory to let students learn as per their abilities (Hu, et al. 2019).

**Recommendations for improvement of gifted education support services**

There are a lot of recommendations that can be brought into practice with the aim to support and improve the gifted education support services for disadvantaged and vulnerable children and families, which are discussed as follows.

**Provision of compact curriculum**

It is recommended that gifted students should be taught by using compact resources. Students should be given a stimulating environment that can help them address the pace of learning. vulnerable students should be encouraged to move onto advanced content. Moreover, the idea of a compact curriculum also refers to the use of learning resources that are unique because the introduction to novelty will include both academic and experimental learning (AAEGT - Australian Association for the Education of the Gifted and Talented, 2019).

**Flexibility in content and structure**

Disadvantaged and vulnerable gifted students should be taught by using flexible content that can incorporate problem-solving academics along with a flexible structure such as different learning settings. It is also termed as one of the major requirements of the learning sources that are meant for gifted students because flexibility in content is a proof of their gifted nature while flexibility in structure will help them learn more by using past learnings as support (Breik, et al. 2019).

**Empowering student’s abilities**

Encouraging students is one of the ideologies that can be used to improve the learning skills and teach disadvantaged and vulnerable gifted students because empowering student’s abilities will help to get an updated version of students who have the self-confidence that can help them address issues. It also includes the choice of content as well as the strategies that are used for transferring the learning outcomes because there would be no scope for gifted students if they would not be empowered to access independent learning (Breik, et al. 2019).

**Teacher’s training**

Teachers are one of the resources that can help to address the requirement and learning of gifted students because the training of teachers would be one of the strongest approaches towards the understanding of gifted education. The untrained teacher will do more harm than good to the students, where their skills cannot be polished and empowered (Aussie Educator, 2019).

**Assimilation of extracurricular activities with an academic framework**

It is recommended that a change in perspective is required while addressing disadvantaged and vulnerable gifted students because they are limited to curricular and academic paradigms. It is necessary to give an equal significance to co-curricular resources or provision of academic objectives by using co-curricular approach because it will help a gifted child to get a better insight of being a learner (Aussie Educator, 2019).

**Upgradation of resources**

It is recommended that resources should be upgraded with the passage of time because technology and advancement in learning are bringing a massive shift in an institution so, the shift is required in the resources that are designed for gifted students because it will help them to stay updated with current and latest knowledge pools (Hu, et al. 2019).

**Maximising approach to resources**

Resources would be useless if access to resources will not be improved. It is recommended to increase and facilitate approach towards resources for disadvantaged and vulnerable gifted students so that all students can be facilitated and get the benefit of being a gift (Hu, et al. 2019).

References

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