

The Victorian Parliamentary Inquiry into the education of gifted and talented students ([2012](#)) found that 'teachers do not currently possess an appropriate level of knowledge, skills and understanding to enable them to effectively teach gifted students' (p.202). Therefore 'improved teacher education and training was seen as crucial in improving the education of gifted students in Victoria' (p.202). If teachers are educated to understand the special needs of gifted and talented students, they will be more likely to have positive attitudes towards programs which are designed to cater for these students.

A strong theme reflected by the evidence submitted to this inquiry 'was the need to ensure that pre-service teacher training equips all new teachers with at least some understanding of gifted students and how to cater for their needs' (p.208) The Inquiry provided evidence to support the fact that 'pre-service teachers need more training about giftedness' (p.211) which was consistent with the findings of the 2001 report of the Senate Employment, Workplace Relations, Small Business and Education References Committee.

Some participants suggested that it should be mandatory for teachers to complete training in gifted education as part of their requirements for teaching registration through the Victorian Institute of Teaching. Based on the submissions, the committee came to the conclusion that 'the current pre-service training does not adequately equip teachers to identify and cater for gifted children in Victorian schools' (p.213).

Recommendations from the Inquiry included the following;

- *Recommendation 38: Pre-service training for early childhood educators* - That the Victorian Government work with universities and TAFE colleges to provide increased opportunities for pre-service early childhood educators to learn about giftedness.
- *Recommendation 40: Opportunities for pre-service teachers to work with gifted students* - 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.
- *Recommendation 41: Increasing professional learning opportunities in gifted education* - That the Victorian Government provide and promote increased professional learning opportunities on gifted education, including online, and support teachers to attend.
- *Recommendation 42: Policy support for professional learning in gifted education* - 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.
- *Recommendation 43: Scholarships for postgraduate study in gifted education* - That the Victorian Government provide scholarships for teachers to undertake postgraduate study in gifted education.
- *Recommendation 44: Other support for postgraduate study in gifted education* - That the Victorian Government support schools to support teachers to undertake postgraduate study in gifted education.
- *Recommendation 45: Opportunities for teachers to undertake placements in schools with gifted education programs* - That the Victorian Government implement a scheme to provide opportunities for teachers to undertake placements or exchanges in schools with gifted education programs.

- *Recommendation 46: Policy support for greater teacher participation in gifted education programs within schools* - 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.
- *Recommendation 47: Education for school leaders* - That the Victorian Government provide information and education on gifted education to all school leaders.