NSW Department of Education

Rural and Remote Education Conference 2019

Innovate to inspire

Wagga Wagga Friday 2 August

NSW GOVERNMENT

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Program Overview

The 2019 Rural and Remote Education Conference is a one-day, face to face, professional learning event that showcases innovative rural school projects, learning resources and pedagogy.

The Wagga Wagga conference features Educational Psychologist, Professor Andrew Martin from the University of New South Wales, interactive workshops led by local educators and practical tools to facilitate collegial networking and project management across primary and secondary school contexts.

The program will focus on curriculum, wellbeing and school priorities, with the central focus of meeting local needs of teachers to lead innovation in their school communities. The themes and priorities of this conference were established through consultation with teaching staff, school executive, School Services and State Office personnel.

Wagga Wagga RSL Club

8am – 8:30am	Conference registration	30 minutes
8:30am – 9am	Department introductions	30 minutes
9am – 9:45am	Workshop presentations Session 1	45 minutes
9:50am – 10:35am	Workshop presentations Session 2	45 minutes
10:35am – 11am	Morning Tea	25 minutes
11am – 12:30pm	Keynote Address Professor Andrew Martin	1 hour 30 minutes
12:30pm – 1:10pm	Lunch	40 minutes
1:10pm – 2:10pm	Snapshot presentations	1 hour
2:10pm – 3:10pm	Q&A Panel Session	1 hour
3:10pm – 3:50pm	Planning Session	40 minutes
3:50pm – 4pm	Conclusion	10 minutes

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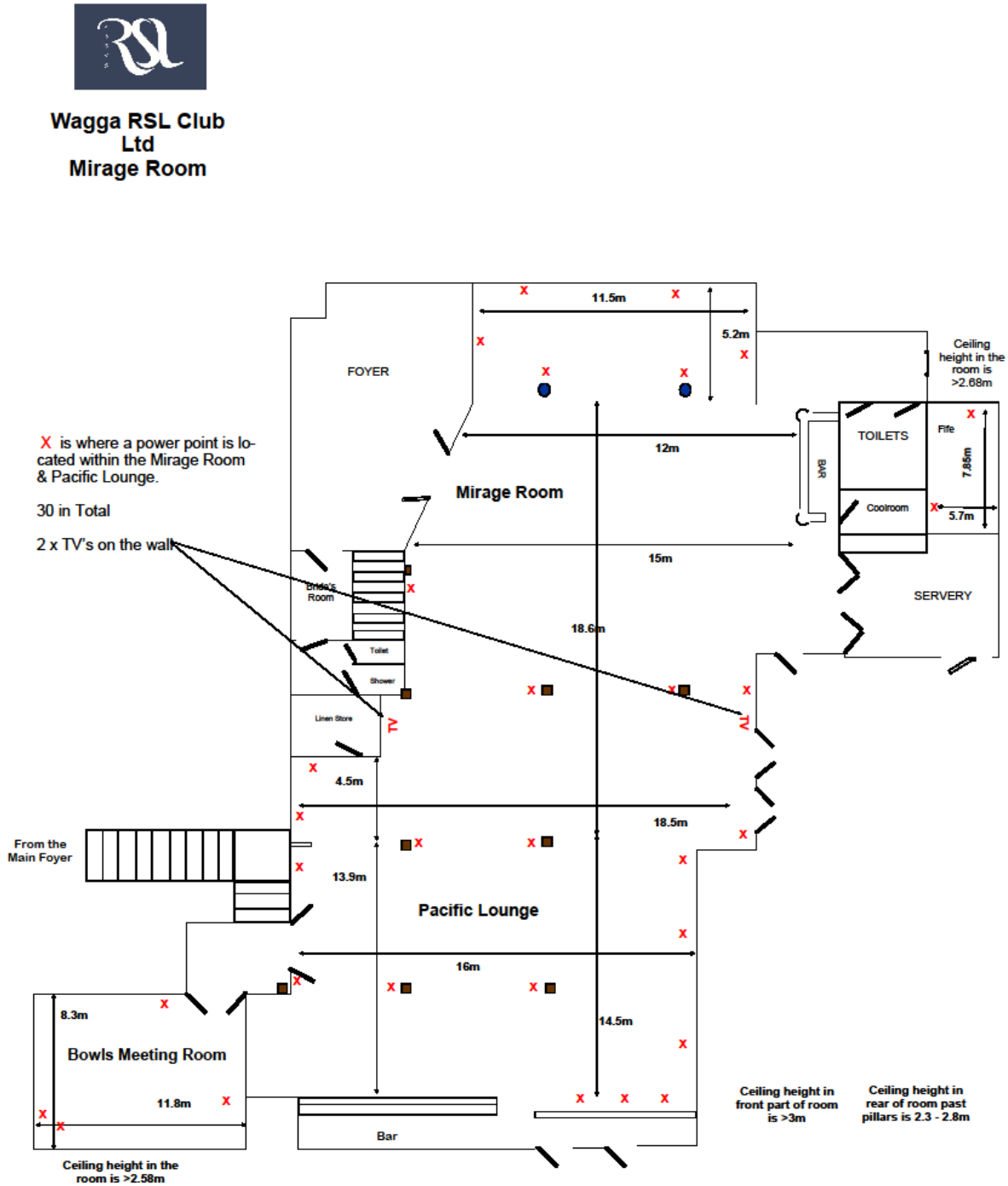
Wagga RSL Club Floor Plan



Keynote Address

Boosting Students' Academic Wellbeing: Strategies for Educators

Presented by Professor Andrew Martin

In this presentation, the key factors underpinning school students' academic wellbeing will be introduced and summarised - as these are major ways that educators can inspire students to strive towards their academic potential. These key factors include motivation, engagement, growth orientation, and interpersonal relationships. It is first explained how the well-rounded student is motivated and engaged through their academic tasks and activities, but when they encounter academic setback and challenge, they are able to successfully navigate this challenge through academic resilience. Major parts of motivation and engagement are described, with particular focus on the Motivation and Engagement Wheel that represents the key motivation and engagement factors salient in research and practice. This session also introduces growth-oriented approaches (with a focus on personal best goal setting) as an effective means of providing all students with an opportunity to attain 'success'. In the final part of the session, it is explained that the success of all strategies will depend very much on the relationship the teacher/educator builds with students. The key elements of good teacher-student relationships are described. In each part of the session, practical strategies are shared with participants. Opportunities for questions and discussion are also provided.

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Timetable

Friday 2 August				
8am – 8:30am	**Registration**			
8:30am – 9am	**Department Introductions** Welcome to Country Leader, Rural and Distance Education Director, Rural Pathways Education			
Location	Pacific Room	Bowls Meeting Room	Fife Room	Mirage Room
9am – 9:45am Workshop Sessions One	**Be You: Creating Mentally Healthy Learning Communities** (Philippa Hicks)	**Unpacking the K-6 Digital Technology Stand and its Meaning for Future Focused Classroom** (Geoff Childs)	**How to Set Up Successful Professional Development in Rural & Remote NSW** (Jennie Wilson)	**Leading Learning in Early Action for Success: Insights from Helen Timperley and Simon Breakspear** (Tracy Sherringham)
Location	Pacific Room	Bowls Meeting Room	Fife Room	Mirage Room
9:50am – 10:35am Workshop Sessions Two	**Why to Innovate and How to Innovate in your Classroom** (Sharon McEachern)	**Supporting and Encouraging Early Career Teachers** (Mary Casey)	**Yalbinyarirri (Learn for the Future)** (Amanda Lavett)	**Creating Virtual Reality Experiences for your Class** (Claire Seldon)
10:35am – 11am	Morning Tea			
11am – 12:30pm	Keynote Address: Professor Andrew Martin			
12:30pm – 1pm	Lunch			
1:10pm – 2:10pm	Snapshot Presentations Using NAPLAN Data and the English Syllabus to Inform Targeted Teaching of Writing Marketing Your School Closing the Gap – STEM and Digital Technologies Quality Teaching Rounds 7 Future Focused School Stories Implementing STEAM: From Conception to Curriculum Integration Community Connections Supporting Students with Complex Reading Difficulties High Potential and Gifted Education Policy Introduction			
2:10pm – 3:10pm	Q&A Panel Session Ben Ballard: Director, School Services Kerrie Gale: R/Networked Specialist Centre Facilitator (Wagga Wagga) Jenni Wall: Curriculum Advisor (Wagga Wagga)			
3:10pm – 3:50pm	Planning Session			
3:50pm – 4pm	Conclusion			

Workshops Session: One

Be You: Creating Mentally Healthy Learning Communities

Presenter: Philippa Hicks, HeadSpace Schools (NSW)
Style: 45 Minute Interactive Workshop
Stage of Learning: K-12
Location: 9am – 9:45am, Mirage Room

Description

This workshop will explain how schools can use the Be You framework to support student, staff and whole school mental health. Participants will be directed to a variety of resources and tools to support the implementation of the Be You Framework.

Outcome

- Participants will learn how online resources can support whole school wellbeing.
- Participants will reflect on their context and recognise the importance of a whole school approach to rural and regional contexts.

Linked NESA Australian Professional Teaching Standards

6.2.2 – The Be You domains and modules align with national and state priorities including the Wellbeing Framework and the PDHPE curriculum. The initiative will allow for improvement in wellbeing practices and will evolve with the changing needs of schools.

6.4.2 – Be You provides educators with training and tools to help develop a mentally healthy learning community. This includes a focus on inclusion, building positive relationships, social and emotional learning and resilience. Participants will also gain information on strategies to notice, enquire about and support students with emerging mental health difficulties. This is based on evidence that mental health affects academic learning, concentration, attendance and behaviour at school.

7.4.2 – The aim of Be You is to help create school environments where all members can achieve their best possible mental health. The workshop will bring together examples and ideas schools have on wellbeing on the day. In the long term, the initiative aims to bring together local networks of Be You Schools to work collaboratively in wellbeing and share practice. There will be online 'Local Links' events connecting schools with each other and local service.

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Unpacking the K-6 Digital Technology Strand and its Meaning for Future Focused Classrooms

Presenter: Geoff Childs, STEMShare Community Team (NSW Department of Education)
Style: 45 Minute Interactive Workshop
Stage of Learning: K-6
Location: 9am – 9:45am, Pacific Room

Description

This workshop will involve participants unpacking the K-6 Digital Technology strand focusing on best practice with technology in a future focused classroom. Teachers will be introduced to hands-on activities covering Early Stage 1 – Early Stage 3 using the STEMShare equipment and online resources. Using the StemShare Robotics kit, specific syllabus concepts are covered including coding.

Outcome

- Participants will trial and learn the wide range of tools STEMShare offers schools and have hands-on experience with the online learning library of resources.
- Participants will have an understanding of how STEMShare can assist rural and remote schools to develop a community of practice that is tailored to their region, encouraging collaboration and communication across schools.

Linked NESA Australian Professional Teaching Standards

6.2.2 – Participants will unpack the new Digital Technology strand found in the K-6 Science and Technology syllabus, including the specific overview of necessary terms and links, highlighting the Digital Technologies content along the continuum and discuss the structure of the content.

6.4.2 - Participants will engage in structured activities that address each component of the Digital Technology strand and these can be replicated in the classroom to complement current practice. Activities can be modified for each stage and allow teachers to meet the needs of students with specific learning styles.

7.4.2 – Development of a Community of Practice within the STEMShare community to equip teachers for the changing needs of students and society alike. Teachers will connect and share resources within the Microsoft Teams environment to reduce the barriers of distance experienced by isolated schools.

How to Set Up Successful Professional Development in Rural & Remote NSW

Presenter: Jennie Wilson, Moulamein Public School
Style: 45 Minute Interactive Workshop
Stage of Learning: K-12
Location: 9am – 9:45am, Bowls Meeting

Description

This workshop will share with participants the success of Moulamein Public School's 'Literacy Den' to encourage other teachers to build their own professional development network. Participants will be given an insight into the design of the course using formative assessment practices. Course specific resources will be shared to assist teachers in setting up their own literacy course to improve student outcomes in their region.

Outcome

- Participants will understand the importance of data collection and its design, and they will be given resources to inform their planning.
- Participants will understand the benefits of demonstrating lessons with students.

Linked NESA Australian Professional Teaching Standards

6.2.2 – The course at Moulamein Public School has been an ongoing success since its inception. After consultation with principals and teachers in the Deni region, a course was developed to support and improve literacy results. The 'Literacy Den' is a group of teachers who work together, share resources, program and support each other regardless of their location or isolation.

6.4.2 - Beginning, isolated, rural, remote and small school teachers require ongoing high-quality access to professional learning and support. This workshop aims to harness the skills of experienced regional teachers to build a supportive team of like-minded teachers to build on their school's identified learning needs.

7.4.2 – Participants will consider how you can set up a professional network and sharing platforms for teachers across various regions, supporting each other. Using the 'Literacy Den' model, with over 16 schools, 65 teachers and principals, across 4 regions – knowledge and resources will be shared to improve teacher practice and student learning outcomes. The course develops an openness between school and a willingness to connect and support one another.

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Leading Learning in Early Action for Success: Insights from Emeritus Professor Helen Timperley and Dr. Simon Breakspear

Presenter: Tracy Sherringham, Early Action for Success (NSW Department of Education)
Style: 45 Minute Interactive Workshop
Stage of Learning: K-6
Location: 9am – 9:45am, Fife Room

Description

This workshop will share insights from working with Dr Helen Timperley around professional conversations targeted to improve teacher efficacy in the classroom. In addition, insights around the implementation of Dr Simon Breakspear's 'Learning Sprints' will be shared. Participants will develop an insight into the role powerful professional conversations have in improving classroom practice through the perspective of Helen Timperley. Participants will develop an insight into the concept of team led learning sprints and the various tools, resources, protocols and processes available to support the use of learning sprints.

Outcome

- Participants will understand the range of online learning and wellbeing resources produced by the department that are relevant to rural primary schools. This includes resources and strategies developed through the Early Action for Success initiative.

Linked NESA Australian Professional Teaching Standards

6.2.2 – This presentation contributes to the notion of developing leadership skills and practices in order to work in ways that build teacher capacity to meet the learning needs of diverse students.

6.4.2 – This presentation recognises the role school leaders have in leading educational change in schools and presents two ways of engaging with staff to further develop their teaching practice.

7.4.2 – This presentation shares insights from the Early Action for Success community with members of the broader Department of Education community.

Workshops: Session Two

Why to Innovate and How to Innovate in your Classroom

Presenter: Sharon McEachern, Futures Learning (NSW Department of Education)
Style: 45 Minute Interactive Workshop
Stage of Learning: K-12
Location: 9:45am – 10:30am, Mirage Room

Description

This workshop will present research on the skills and capabilities required by students to become successful in their workplaces and social spheres of the future.

Outcome

- Participants will gain an understanding of why to innovate in the classroom and be presented with current research on the skills and capabilities for students to thrive in a rapidly changing world.
- Participants will create an ideal graduate that is future ready and capable for the changing world and look at ways to foster general capabilities in everyday teaching and learning practice. Furthermore, they will identify future focused learning online resources and professional learning opportunities.

Linked NESA Australian Professional Teaching Standards

6.2.2 – This presentation will deliver up to date research and best practice methodology to ensure all young people finish school well prepared for higher education, training and work, and are confident in their ability to learn, adapt and be responsible citizens. Enabling future focused learning and teaching.

6.4.2 –Participants will be provided with ideas about how they might incorporate the general capabilities in the Australian Curriculum into their teaching practice.

7.4.2 – The presenter will share the latest research on the skills and capabilities needed for students to succeed in their post-school lives. Participants will develop networks and share knowledge on innovation to improve learning and teaching practice.

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Supporting and Encouraging Early Career Teachers

Presenter: Mary Casey, Murrumbidgee Regional High School
Style: 45 Minute Interactive Workshop
Stage of Learning: 7-12
Location: 9:45am – 10:30am, Pacific Room

Description

This workshop will address the needs of early career teachers to ensure success and career growth. It will encourage staff to work collaboratively to make a difference in our schools. The sharing of our current practice in regard to the support and encouragement of early career teachers from quality induction and support to building capacity and career growth.

Outcome

- Participants will gain an awareness of resources available, successful programs and how those programs work within a rural context. They will recognise the value of the 'youth and experience' combination in staffing, collaboration and sharing of ideas and how to form a successful Early Career Teacher team.

Linked NESA Australian Professional Teaching Standards

6.2.2 – Consideration of the needs of rural and remote schools and the need for early career teachers to take on roles generally considered for more experienced staff. Targeting school need and priorities.

6.4.2 – Considering the needs of students to create meaningful and successful school programs to support staff at the early career stage and beyond. Participants will consider how they can build an ongoing induction program that supports teachers in delivering high quality education for students.

7.4.2 – Through discussion and collaboration to develop ideas and programs for implementation in own schools a network of teacher will be developed. Participants will be encouraged to develop ongoing support networks that support early career teachers.

Yalbinyagirri (Learn for the Future)

Presenter: Amanda Lavett, Cootamundra Primary School
Style: 45 Minute Interactive Workshop
Stage of Learning: K-6
Location: 9:45am – 10:30am, Bowls Meeting Room

Description

This workshop, Yalbinyagirri, supports educators to incorporate authentic and culturally appropriate learning of Wiradjuri culture into their classrooms.

Outcome

- Participants will gain an awareness of how to incorporate Wiradjuri perspectives into learning through gaining the ability to read Wiradjuri symbols. They will discuss the barriers for educators in incorporating Aboriginal perspectives into learning.
- Participants will have a greater understanding of the need for the authentic incorporation of local Aboriginal perspectives in student's education.

Linked NESA Australian Professional Teaching Standards

6.2.2 – Aboriginal education is a priority for many schools, Yalbinyagirri provides schools with the resources and sequences of learning needed to implement effective and engaging learning in classrooms that meet the cross-curriculum priority of incorporating Aboriginal perspectives.

6.4.2 – The sequences of learning in Yalbinyagirri follows the Eight Ways of Learning pedagogy which is designed to respond to the learning needs of Aboriginal and Torres Strait Islander students. Learning local Aboriginal perspectives promotes cultural identity and pride for Aboriginal and Torres Strait Islander students and provides all learners with a deeper understanding of Country and Place.

7.4.2 – The cross-curriculum priority of incorporating Aboriginal and Torres Strait Islander perspectives is an area that the majority of educators have difficulty implementing. The Yalbinyagirri project aims to empower educators through providing resources and sequences of learning that will allow educators to incorporate Wiradjuri perspectives into their programs.

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Creating Virtual Reality Experiences for your Class

Presenter: Claire Seldon, Learning Systems (NSW Department of Education)
Style: 45 Minute Interactive Workshop
Stage of Learning: K-12
Location: 9:45am – 10:30am, Fife Room

Description

This workshop will showcase an example of a virtual reality experience that has been designed as an interactive student-centred resource. Teachers will then be introduced to some web-based software that will allow them to create similar experiences.

Outcome

- Participants will develop a deep understanding of the potential uses of virtual reality experiences in education and a basic understanding of the tools and techniques needed to create simple virtual reality experiences.
- Participants will have the ability to use this software and virtual reality experiences in their classrooms.

Linked NESA Australian Professional Teaching Standards

6.2.2 – Virtual Reality is an innovative new tool available to teachers, both as designers of content and as a tool for student creation. The new StemSHARE virtual reality kits offer teachers a way to access the hardware, this course aims to update their knowledge on how to design and use the virtual experiences.

6.4.2 – New and emerging technologies are a big part of 21st Century learning and preparing students for the jobs of the future. Additionally, virtual reality experiences can be used to overcome student equity issues around access to locations and spaces they cannot reach in the real world. Equally new technologies like virtual reality can be leveraged to increase student engagement.

7.4.2 – By attending this session participants will broaden their knowledge of and skills in using innovative virtual reality technology. This will allow them to easily create simple virtual reality content for use in their classrooms and well as give them another tool for students to create content in.

Snapshot Presentations

Using NAPLAN Data and the English Syllabus to Inform Targeted Teaching of Writing

Presenter: Kim Woodside, Wagga Education Office (NSW Department of Education)
Style: Snapshot Presentation
Stage of Learning: K-6

Description

This snapshot presentation will demonstrate how teacher can engage with a process that will allow them to make strong links between the syllabus outcomes, NAPLAN writing marking criteria and student achievement to formulate a whole-school approach to teaching writing.

Outcome

- Participants will have an increased knowledge of NAPLAN marking criteria, an understanding of the links between syllabus outcomes, student scores and NAPLAN bands.
- Participants will understand how SCOUT can be used to make links between trend data of student performance, NAPLAN marking guides and the English syllabus. Specifically, participants will understand how explicit analysis of data can inform teaching practice.

Linked NESA Australian Professional Teaching Standards

6.2.2 – Writing is an identified system priority and is an identified in many school plans. This presentation is designed to encourage and support meaningful use of data to inform staff professional learning and targeted teaching practices.

6.4.2 – Trend data in SCOUT provides specific information around identified student learning needs. This presentation supports teacher to access this information to shape teaching practice in response to identified student learning needs.

7.4.2 – Participants of the presentation will connect with one another to take advantage of existing networks and build a broader knowledge base to improve teaching practices.

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Marketing Your School

Presenter: Matthew Whitty, Finley High School
Style: Snapshot Presentation
Stage of Learning: K-12

Description

This snapshot presentation will help schools understand and identify ways in which they can help promote their school in their community and ways they can be marketed.

Outcome

- Participants gain an understanding of ways they can promote and market their schools in the local community.
- Participants will develop a list of marketing ideas and strategies for implement in their school and community.

Linked NESA Australian Professional Teaching Standards

6.2.2 – This presentation identifies ways participants can update their knowledge and practice about marking and prompting their school.

7.4.2 – This presentation identifies ways that schools can become more involved in community networks and demonstrate how they can improve their practice of marketing and promoting their schools.

Closing the Gap – STEM and Digital Technologies

Presenter: Robert Fajks, Deniliquin South Public School
Style: Snapshot Presentation
Stage of Learning: K-12

Description

This snapshot presentation will build confidence and understanding in the application and use of STEM and Digital Technologies. Using a case-study model, participants will be introduced to the planning process, professional development plan and student learning opportunities of a highly successful STEM and Digital Technology program.

Outcome

- Participants will understand why it is important to provide students with opportunities to engage in STEM and Digital Technology skill sessions. They will gain confidence in utilising available resources to begin a program.
- Participants will consider what staff strengths are available in their setting and bow they can build on those with available resources.

Linked NESA Australian Professional Teaching Standards

6.2.2 – Participants will update their knowledge and skills in the area of STEM and Digital Technologies and will be offered support in linking their new understanding with their current school priorities.

6.4.2 – Participants will learn how to differentiate their learning programs associated with STEM and Digital Technologies to target the needs of identified students, ensuring equal access to the curriculum.

7.4.2 – Participants will strengthen their connections to colleagues to create a community of schools that is focused on broadening the knowledge and practices of STEM and Digital Technologies.

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Quality Teaching Rounds

Presenter: Allan Booth, Learning and Business Systems (NSW Department of Education)
Style: Snapshot Presentation
Stage of Learning: K-12

Description

This snapshot presentation will provide an update of the quality teaching model and quality teaching rounds in NSW Public Schools. The department is currently engaged in a 5 year project with the University of Newcastle that is building capacity and knowledge.

Outcome

- Participants will enhance their knowledge of the department's quality teaching model and understand the role and benefits of quality teaching rounds in supporting professionallearning.
- Participants will be made aware of the program of training on offer to schools across the state and the department resources available to support the implementation of quality teaching rounds.

Linked NESA Australian Professional Teaching Standards

6.2.2 – Quality teaching rounds is an endorsed from of professional learning for department staff wishing to focus on reflecting and enhancing classroom practice. Its value is the focus on classroom practice in a non-threatening confidential learning community. It builds genuine collaboration and collegiality in schools.

6.4.2 – The current research program is building knowledge of the impact of quality teaching rounds on student outcomes. Earlier research has pointed to improved student outcomes and participants will be able to explore impact on student outcomes and other aspects of teaching and learning.

7.4.2 – Quality teaching rounds build genuine collaboration and participants will better understand what makes a good collaborative learning community and be enabled to put this into practice.

7 Future Focused School Stories Implementing STEAM: From Conception to Curriculum Integration

Presenter: Grant Beard, Kooringal Public School
Style: Snapshot Presentation
Stage of Learning: K-12

Description

This snapshot presentation will provide an overview of 7 individual schools approaches to the implementation and integration of STEAM and Project Based Learning in a school curriculum. An awareness of the Wagga Wagga STEAM Network will be presented with a focus on support, professional development and shared learning experiences.

Outcome

- Participants will be encouraged to participate in the Rural and Remote STEAM Network. With schools and teachers viewing the network as an opportunity to share and support professional learning.
- Participants will understand that the STEAM Network is there to provide support, professional development, mentoring, coaching and share learning approaches.

Linked NESA Australian Professional Teaching Standards

6.2.2 – Participants will view the variety of school approaches to implementing future focused learning to update knowledge and practice targeted to differentiated professional learning needs of staff and schools.

6.4.2 – Participants will be offered the opportunity to participate in a planned network of schools that will observe future focused learning within schools, have mentoring and coaching opportunities specifically designed to address student future-focused, 21st Century learning needs.

7.4.2 – Participants will have the opportunity to become part of a professional and community network and forum to broader their knowledge and improve approaches to integrating STEAM and Project Based Learning.

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Community Connections

Presenter: Elaine Bunyan, Junee High School
Style: Snapshot Presentation
Stage of Learning: 7-12

Description

This snapshot presentation will showcase the ways that Junee High School has developed targeted teaching and learning programs to engage students and enrich the learning opportunities available to them.

Outcome

- Participants will consider how they make undertake similar teaching and learning programs in their contexts to engage students in tailored learning and they will be introduced to the opportunities available in rural and remote schools.
- Participants will engage in the sharing of ideas with other and consider how they can use community connections to maximise student learning in real-world contexts.

Linked NESA Australian Professional Teaching Standards

6.2.2 – This presentation will update the knowledge and practice of teachers by demonstrating innovative ways of achieving student outcomes across Key Learning Areas through prioritising communication connections. This will be highlighted through relevant research surrounding the efficacy of integrated curriculum.

6.4.2 – Identifying student learning needs will be a key component of the presentation. Each project presented will identify how each program has been established, maintained and received with identified student learning needs within a school's particular context.

7.4.2 – – Community connections underpins the entire presentation. The presentation will highlight how participants can benefit from establishing and maintaining professional and community networks, not only to broaden their own knowledge and improve practice, but to ensure that quality teaching and learning programs are consistently being developed to drive improvement, enrich and engage our students.

Supporting Students with Complex Reading Difficulties

Presenter: Philippa Geier, Palm Avenue School
Style: Snapshot Presentation
Stage of Learning: K-6

Description

This snapshot presentation will introduce to teachers evidence-based teaching of reading, including individualised intervention, holistic student information and collaboration with families and students as active participants. This will enable teachers to plan engaging learning for students with reading difficulties.

Outcome

- Participants will understand how to recognise and assess students with reading difficulties.
- Participants will understand effective classroom interventions and adjustments and be introduced to the NSW Centre for Effective Reading.

Linked NESA Australian Professional Teaching Standards

6.2.2 – Participants will be able to develop and refine knowledge of how students learn to read, providing a strong start in learning and student engagement despite a reading difficulty. The Centre aims to reduce the impact of disadvantage by providing access to a multidisciplinary service not readily accessible in many rural and remote NSW communities.

6.4.2 – Participants will identify what adjustments and interventions students with reading difficulties require and how to create an inclusive and caring environment for those who need support to access the curriculum.

7.4.2 – Participants will understand how the Centre for Effective Reading has supported students and their families in local schools, as well as local school services, creating a strong awareness of the Centre's service and support in the community.

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High Potential and Gifted Education Policy Introduction

Presenters: Sue French, Bohdan Balla-Gow, Carmela May, Lynda Lovett, Suzanne Vasilevska, Secondary Education (NSW Department of Education)
Style: Snapshot Presentation
Stage of Learning: K-12

Description

The presentation will provide an overview of the development and rational of the High Potential and Gifted Education (HPGE) Policy which schools will be required to implement in 2021. Participants will have the opportunity to familiarise themselves with the Department's High Potential and Gifted Education webpage and will be provided with an outline of the more extensive professional learning opportunities that will be made available for leaders and teachers.

Outcome

- Participants will enhance their knowledge and understanding of the rationale of the High Potential and Gifted Education Policy.
- Participants will be made aware of the professional learning opportunities available to schools across the state and the Department resources available to support the implementation of the High Potential and Gifted Education Policy.

Linked NESA Australian Professional Teaching Standards

6.2.2 – Engagement in professional learning will increase understanding of how teachers and schools can support the needs of high potential and gifted students.

6.4.2 – Highlights of current research and implications for students and schools will impact on teacher and school decision making in supporting high potential and gifted students.