# Guiding principles to support advanced learning

In essence, whatever the age of the gifted and talented child, the following guidelines require educators to plan outcomes appropriate for that individual child.

Plan to

* provide learning opportunities that are more complex than usual: this may involve adding more resources; toys/equipment/learning aids usually offered to older children; use intentional questioning or scaffolding: —*How many different ways could we …?* or *Find how many different sets of numbers add up to 100?* or *draw a house for a giraffe?* or *Have you thought of trying it this way?*
* make learning opportunities and questions open ended. For instance, instead of asking children to name objects or outcomes, ask questions that require some imagination or creativity. Questions that start with *What if* … or *How would* *you?* *…*or *What might happen next?*
* Introduce abstract concepts. As children reach the level of kindergarten and early years of school even though learning experiences may start with concrete materials, or familiar ideas and activities, learning goals should also include the introduction of abstract concepts and ideas. For example: *We can add 5 + 7 but what if we had 5 – 7?*or *We wake up when it is morning and go to sleep when it is dark – what would it be like if we woke up when it was dark and went to sleep in the morning?* or *We need to breathe air, what other uses do we have for air?* or *How is the soil in our vegetable garden created?*
* involve children in shared and sustained conversation or teaching instruction that is fast paced with few if any repetition of ideas, learning steps, concepts - this is especially applicable at early years primary school level.

This approach to modifying the educational program is described as *differentiation* and requires changes to the learning content (the curriculum) how content is presented (the pedagogy and/or teaching strategies) and includes high expectations of finishing the activity and the end result.