# **Video Transcript:** high ability students talk about their learning

High-ability students talk about their love of learning, how teachers can support this learning and some of the challenges of being ahead of their peers.

***Tell us about your favourite subjects at school.***

STUDENT 1: My favourite subjects are probably all the specialists, like music and PE and art and stuff, yeah.

STUDENT 2: Math and library.

STUDENT 3: I'm interested in chemistry because I think it's interesting how one thing reacts to another.

STUDENT: 4: I've been waiting for ages to know what element 119 is. Well, maybe not ages, but yeah.

STUDENT 5: What we learned today, the three ‘there’s’

STUDENT 6: Hydrogen, helium, lithium, beryllium and (INAUDIBLE). And I think I can get ten.

STUDENT 5: Because the T-H-E-R-E has here in it. So, it must work with here too.

STUDENT 8: I enjoy math, I think, most here. It felt like I could use it somewhere.

STUDENT 9: Really enjoy studying psychology, biology and chemistry.

STUDENT 10: I enjoy writing, punctuation and everything related to alphabets.

STUDENT 11: I also like writing narratives, too, a little bit. So, I like using my imagination.

***How have you teachers and school helped you to stretch yourself in you learning?***

STUDENT 1: So, my teachers have helped me by giving me the extra space.

STUDENT 2: They really questioned me and really make me go deep in my thinking.

STUDENT 3: We do a maths extension group every Tuesday morning. We do lots of fun things, like we work on math problems. It's more problem solving, like sums.

STUDENT 4: By letting me take the lead. For example, in math, a lot of it is continuum based. So it means I get to choose my goals. And then I get to work on what I know I need to work on. Or if there's anything that I might be lacking, I can do that.

STUDENT 5: My teachers in school have helped me to stretch my learning by providing extra support and practical excursions in which we get to go to universities and use their lab equipment. We've also provided clubs, such as maths club and chem club in the morning.

STUDENT 6: Me and another friend, we got invited to go to the Graeme Clark Oration with our vice-principal, which was amazing. So we went to meet Alan Finkel and Graeme Clark.

STUDENT 7: It just feels good to be challenged.

STUDENT 8: It feels exciting to learn something new or prove something.

***What would you like your teachers to know about you and how you learn?***

STUDENT 1: I like to learn in a much more independent way. And I really enjoy working on things until I know I have them.

STUDENT 2: I'd like the teachers to know that I want to have selections in my learning. So, I want to be able to do different things.

STUDENT 3: In maths, we get to work on what we're up to. I like that a lot more than doing everything altogether.

STUDENT 4: I'd really like to learn in a group setting because then that gives me opportunities. If someone else in the group is struggling, I might be able to help them. And then someone else in the group might be able to help me.

STUDENT 5: I like challenges, except it can be frustrating if you just can't get it.

STUDENT 6: I feel like learning takes time. And I feel like that we shouldn’t learn one skill and then just jump onto the next thing, keep learning. We should take time to really cement that in. Learn later. So, we don't forget it and just keep going on with new skills.

***Are there any downsides to being ahead of other students in your class?***

STUDENT 1: Or just waiting, as such, when you're finished. Because you could finish five minutes ahead and then that's it, you've finished. You don't have anything else to do.

STUDENT 2: Well, keep asking you questions, and you can't focus on your own work and I must tell them the answers.

STUDENT 3: There's a lot of comparison between students. So, you always must be better than the smartest student.

***How should schools support students like you who are performing ahead of their classmates?***

STUDENT 1: It is really good to have the flexibility and choose what you can learn and stuff, which is usually how you learn more. In the outside world, you don't have a set thing of you can learn.

STUDENT 2: There should be maybe some club for high achievers to work together. And as he was saying, if people want to work at a solo level, they should.

STUDENT 3: If they just said, you're doing well. That's all they said to you, you wouldn't know how to get better or what to do next.

STUDENT 4: So our school does the rubrics. So, that's really good 'cause you can work on exactly what's at your level. So, if you're working at a year nine level, then you could do that, and you wouldn’t have to stay behind and learn. You write things that you already know.

STUDENT 5: I do like the extension groups. So, I like that as well. And it provides a great opportunity for us to all learn from each other.

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