Global Principles
for Professional Learning in Gifted Education

Tiered Content.
Comprehensive professional learning programs recognize that all educators work with gifted students, so all educators need some degree of professional preparation to support the education and growth of gifted children, although the amount and type of content may vary according to each educator's role.

Evidence-Based.
A quality professional learning program is based on best-practice and research, including the ways in which gifted students are uniquely different from other students as a core rationale for differentiated services.

Holistic.
Professional learning in gifted education should address the whole child, including academic, social, and emotional needs.

Broad.
A thorough professional learning program includes information about different levels of giftedness, different forms of giftedness, varied methods of identification, different program models, and options for modifying curriculum and instruction.

Equitable.
Professional learning programs in gifted education should address the needs of students from different racial, cultural, ethnic and indigenous groups, genders, and sexual orientations. Recruiting and retaining educators from representative diverse backgrounds, should be a priority.

World Council for
Gifted and Talented Children
world-gifted.org

Comprehensive.
Many school personnel affect the lives of gifted children, directly or indirectly. A plan for professional learning in gifted education must therefore include provisions for educating administrators, counselors, psychologists, special educators, and others about the needs of gifted students.

Integral.
Professional learning should present gifted education in the context of an entire school program, emphasizing that gifted students are the responsibility of the whole school community and not just the educators charged with specific responsibilities for serving gifted students.

Ongoing.
A professional learning plan in gifted education should provide ongoing opportunities to refine and extend existing knowledge and skills through in-service programs and other professional learning experiences throughout a career.

Sustainable.
Professional learning in gifted education should be built into educational policy of the state, region, province and/or country. Programs should be monitored regularly, and accountability systems should be in place. Collaboration between all stakeholders–policymakers, school authorities, community members, higher education faculty, and others–is actively encouraged.

Empowering.
Professional learning in gifted education should prepare educators to be effective supporters, promoting gifted students and the services they require.

Adapted from World Council for Gifted and Talented Children. (2021). *Global principles for professional learning in gifted education.* https://world-gifted.org/professional-learning-global-principles.pdf