



DIFFERENTIATING INSTRUCTION FOR GIFTED LEARNERS: A Case Studies Approach

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This resource book, *Differentiating Instruction for Gifted Learners*, includes a series of problem-based scenarios. The information and real-life stories come from the experiences of teachers from American schools. The authors have presented these scenarios with a specific situational focus while making the connection to gifted learners within different learning environments.

Each of the scenarios can be utilised as the resource which teacher teams may use to investigate, discuss and analyse the issue and develop common understandings amongst colleagues. Each chapter also includes follow up questions and investigative tasks. The scenarios would also benefit pre-service teachers, giving them opportunities to develop programs or initiate discussions that may support a deeper understanding of student learning within the school setting.

The authors of *Differentiating Instruction for Gifted Learners* recognise that this form of professional development encourages reflective thinking, both for the individual teacher and for the teams within a school. Through these scenarios, teachers would enhance their professional practice, reflect on their own practice and extend or develop the best teacher practice at a year level or school team level. This would support on-going student learning for all students, especially recognising the specific needs of gifted students.

Professional Learning Communities would use this resource book as a shared and collaborative approach to professional development with a specific focus during PLC meetings.