The main purpose of the study was to establish instructional strategies teachers use to educate learners who are gifted and talented in Primary schools in Wareng district, Uasin Gishu County, Kenya. Wareng district was purposively selected for the study because of its good performance in academics and sports. The objectives of the study were: identification of these learners, their characteristics, instructional strategies and their effects, and teachers' opinions. Literature was reviewed according to the objectives of the study.

The research study adopted mixed method approach design. The study sampled ten schools using purposive sampling techniques using the criteria of performance status. Ten head teachers were purposively picked and ninety teachers were selected using simple random technique getting a sample size of one hundred respondents. Quantitative and qualitative data were collected using questionnaires and interview guides for teachers and head teachers respectively.

A pilot study was carried out to establish the validity and reliability of the instruments. Descriptive statistics in SPSS such as frequency tables, percentages, graphs and charts were used to analyse quantitative data while thematic texts were used to analyse qualitative data. The data were then triangulated to generalise conclusions on the findings of the study. The results of the findings showed that observation was a widely used method of identifying gifted learners, major characteristics of gifted and talented included being active and aggressive, outstanding performance and giving extra work was indicated as a major strategy of instructing these learners.

The study showed that majority of teachers were conversant with various strategies of teaching the gifted, however, they preferred using only one, that is, giving extra work, indicating a limitation on teacher's competence to meet the diverse needs of gifted and talented learners. It is thus recommended that teachers be inserviced and trained to equip them with knowledge and skills on identification and programmes of gifted and talented. Further research should be done to determine the effectiveness and competence of teachers in educating learners who are gifted and talented in schools.