AAEGT National Gifted Conference
Beyond the Boundaries in Gifted Education

29 September – 1 October 2016
Gifted Families Support Group Inc.

Who we are:

Gifted Families Support Group Incorporated is a not for profit association with the vision to support gifted children, their families, and their educators. GFSG Inc. is affiliated with the Australian Association for the Education of Gifted and Talented Children (AAEGT) and represents NSW on the national board.

What we do:

GFSG Inc. committee members draw on their personal experiences raising gifted children, coupled with invaluable advice from experts in the gifted field, to provide families and educators with a range of opportunities for support. In particular, GFSG Inc. aims to provide opportunities for gifted children to connect with ‘like minds’, to provide families the opportunity to openly discuss their own experiences without judgement, and to promote access for educators to quality professional development regarding the education of both gifted and GLD children.

GFSG Inc. also supports the AAEGT in advocating for gifted individuals at a national level.

What we offer:

- Sub-branches expanding through regional and rural NSW
- GEM (Games for Enquiring Minds) K-8 Games night
- GEM excursions and special events.
- Mum’s Dinners and Dad’s Night Out
- Picnics and holiday activities for the family.
- Little GEMs playgroup activities.
- Seminars for parents and educators, covering a variety of topics and presented by experts in the field.
- Quarterly eNewsletter- Thought Space
- Library for members
- Members’ private Facebook group.
- Our web site with event information, kids corner, useful links and much more www.gfsg.org.au.

Who can join?

Membership application is open to anyone who shares a commitment to supporting the needs of gifted children. Please view our website for further information regarding membership options.

For further information, or to be added to the mailing list, please feel free to contact GFSG via email info@gfsg.org.au.
The Australian Association for the Education of the Gifted and Talented (AAEGT) was founded in 1985 with a vision for supporting the endeavours of Australian teachers and parents in the field of gifted education.

Through collaboration with national educational bodies, publication of the Australasian Journal of Gifted Education, establishment and support of Gifted Awareness Week - Australia, and the biannual National Gifted Conference, the AAEGT seeks to fulfil its objectives:

- To ensure equitable and socially just educational provisions for the gifted and talented.
- To focus attention on the gifted and talented and their valuable potential contributions to the welfare of Australia.
- To stimulate and encourage further research into the nature of giftedness, talents, creativity and the education and development of the gifted and talented; and to disseminate the results of such research.
- To assemble, for an exchange of ideas and experiences, people from throughout Australia and beyond, interested in the gifted and talented.
- To persuade government to recognise the gifted and talented as individuals requiring special attention in formal educational programs.
- To establish means for a continuing Australia-wide exchange of ideas, experiences, teaching and teacher-training techniques in respect of the gifted and talented.
- To create a climate of acceptance of the gifted and talented as a valuable asset within Australia. Such individuals come from a variety of economic, social, racial and religious backgrounds and may show giftedness and or talent in intellectual, social, spiritual, aesthetic, physical or emotional spheres of human activity. They may have sensory, physical, emotional, behavioural and learning disabilities.
- To initiate, conduct and foster activities designed to bring together the gifted and talented of Australia.

Financial members of affiliated state and territory associations become members of the AAEGT. Contact your local state/territory association for further details.

www.aaegt.net.au
Foreword

Welcome to the 2016 AAEGT National Gifted Conference!

This year, the event is co-hosted for the very first time by The School of Education and GERRIC at UNSW Australia, Gifted Families Support Group Inc. (GFSG Inc.) and the Australian Association for the Education of the Gifted and Talented (AAEGT), bringing together three major interest groups in the field of gifted education in Australia.

The rich and diverse program of this conference brings together a multitude of exciting keynote and invited presentations, paper presentations, symposia, panels, and poster presentations as detailed in this program booklet. Guided by the theme of “Beyond the Boundaries in Gifted Education”, many speakers will examine the current and cutting-edge issues in the field of gifted education from the perspectives of research and practice, whether it relates to curriculum, pedagogy, twice exceptionality, creativity, advocacy, socio-emotional development, diversity, underserved populations, career development or the allied health fields.

We are particularly honoured to have two of the most internationally recognised scholars in the field of gifted education (Professor Paula Olszewski-Kubilius from Northwestern University and Professor Del Siegle from the University of Connecticut), along with Australia’s own Professor Bob Carr (a former premier of New South Wales), speak at the conference to share their ideas and research in gifted education.

We hope that you make the most of this invaluable opportunity to contribute to the debate in gifted education and engage with others in the field.

Thank you for your participation.

Australian Association for the Education of the Gifted and Talented
UNSW School of Education and GERRIC (The University of New South Wales)
Gifted Families Support Group Inc.
# Program

**Day 1 – Thursday 29 September 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:45am to 9:00am</td>
<td>Welcome to Country by Dr Peter Mckenzie, and conference welcome by Acting President of AAEGT, Melinda Gindy - CLB 7</td>
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<tr>
<td>9:00am to 10:30am</td>
<td>Keynote 1.1 Presentation Bob Carr - CLB 7</td>
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<tr>
<td>10:30am to 10:50am</td>
<td>Morning Tea</td>
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<tr>
<td>10:50am to 12:20pm</td>
<td>INVITED SPEAKERS</td>
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<td>10:50am to 11:30am</td>
<td>RESEARCH STRAND</td>
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<td>11:40am to 12:20pm</td>
<td>BEST PRACTICE STRAND</td>
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<tr>
<td>12:20pm to 1:10pm</td>
<td>Lunch</td>
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</table>

**Invited Speakers**

- **Wiima Vialle** (Pathways to excellence: A crucial goal of gifted education)
- **Kerry Hodge** (Gifted children in the preschool years: What do their educators believe and do?)
- **Trevor Clark** (The paradox of giftedness and autism - the identification and education of the twice exceptional student with autism)
- **Julia Bailey** (Helping parents, helping children)
- **Bohdan Balla-Gow & Alison MacKenzie** (Agency for change in gifted education: A case study of a highly gifted female student)
- **Michelle Ronksley-Pavia** ("Lived experiences of twice exceptional children: Narrative understandings of disability and giftedness)
- **Melinda Gindy** (Advocacy and gifted children: Is all that talk really necessary?)
- **Kylie Bice & Matthew Kameron** (Leading pedagogical change in gifted education: Creating a culture shift)

**Research Strand**

- **Curriculum and pedagogy**
  - 1.1 Wilma Vialle (Pathways to excellence: A crucial goal of gifted education)
  - 1.2 Kerry Hodge (Gifted children in the preschool years: What do their educators believe and do?)
  - 1.3 Trevor Clark (The paradox of giftedness and autism - the identification and education of the twice exceptional student with autism)
  - 1.4 Julia Bailey (Helping parents, helping children)
  - 1.5 Madelaine Armstrong Willcocks & Anna Meuli (Building abstraction, depth and complexity)

**Best Practice Strand**

- **Curriculum and pedagogy**
  - 1.5 Madelaine Armstrong Willcocks & Anna Meuli (Building abstraction, depth and complexity)
  - 1.6 Carmela May, Libby Hamilton, Leanne Coningham & Lara Kepitis (Project C - Creating 21st century emotionally intelligent leaders)

**Advocacy**

- **Bohdan Balla-Gow & Alison MacKenzie** (Agency for change in gifted education: A case study of a highly gifted female student)
- **Michelle Ronksley-Pavia** ("Lived experiences of twice exceptional children: Narrative understandings of disability and giftedness)
- **Melinda Gindy** (Advocacy and gifted children: Is all that talk really necessary?)
- **Kylie Bice & Matthew Kameron** (Leading pedagogical change in gifted education: Creating a culture shift)
## Program

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<table>
<thead>
<tr>
<th>1:10pm to 2:40pm</th>
<th><strong>INVITED SPEAKERS</strong></th>
<th><strong>RESEARCH STRAND</strong></th>
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<td><strong>CLB 6</strong></td>
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<td><strong>1:10pm to 1:50pm</strong></td>
<td><strong>Diversity</strong></td>
<td><strong>Twice exceptionality</strong></td>
<td><strong>Advocacy</strong></td>
<td><strong>Curriculum and pedagogy</strong></td>
<td><strong>Symposium 2 Socio-emotional development</strong></td>
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<tr>
<td>1.3.1</td>
<td>Jake Widjaya</td>
<td>Nadine Ballam</td>
<td>Michelle Ronksley-</td>
<td>Melinda Gindy</td>
<td>Jan Robinson</td>
<td>Fiona Jones, Andrea McGlade, Michele Juratowitch, Olivia Jackson, &amp; Angela Foulds-Cook</td>
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<tr>
<td>The Complete Picture: Being Gifted and the Importance of Social Development</td>
<td>Risk and resilience in gifted young people from low SES backgrounds</td>
<td>Ronksley-Pavia &amp; Geraldine Townend</td>
<td>Taking ownership: Gifted education policy and our school</td>
<td>A system-wide approach to gifted education</td>
<td>Self-regulation challenges: Creating a team around the child</td>
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<td>1.3.3</td>
<td>Michelle Ronksley-Pavia &amp; Geraldine Townend</td>
<td>Advocacy</td>
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<tr>
<td>Listening and responding to the experiences of twice exceptional students</td>
<td>1.3.5</td>
<td>Jan Robinson</td>
<td>A system-wide approach to gifted education</td>
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<td><strong>1:30pm to 2:30pm</strong></td>
<td><strong>Curriculum and pedagogy</strong></td>
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<td>1.4.4</td>
<td>Briar Schulz</td>
<td>Gail Young</td>
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<td>But I'm a parent, too!</td>
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<td><strong>2:00pm to 2:40pm</strong></td>
<td><strong>Twice exceptionality</strong></td>
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<td>Boundary crossers and shape shifters: Multiple perspectives on twice exceptionality</td>
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<td><strong>2:40pm to 3:00pm</strong></td>
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</table>
| 3:00pm to 4:30pm | **INVITED SPEAKERS**  
1.5.1 Catherine Wormald  
2e or not 2e: That is the question. Understanding the special needs of twice exceptional students.  
1.5.2 Peter Merrotsy  
Beyond the boundaries of the Australian Curriculum  
1.5.3 Jennifer Jolly & Angela Chessman  
The landscape of Australian research: 1983 to 2015  
1.5.4 Jill Margerison & Scott McDonald  
Gifted global citizens - The diversity of connections, creativity and collaboration  
1.5.5 Jodie Bennett  
Students shaping the learning  
1.5.6 Janet Agostino  
Cluster grouping at O.L.G.C. Forestville - A strategy to meet the needs of high-achieving gifted students in a mainstream setting |  
| 3:50pm to 4:30pm | **Poster Presentations**  
Adrienne Alexander  
One day schools for gifted children: A new paradigm for Australia  
Jodie Bennett  
Critical thinking within the Australian Curriculum  
Samantha Lind  
Enriching mathematics through game-based learning  
Mark Long & Jenny Bowen  
Cross curriculum case study - Year 8  
Anna Meuli  
A framework for depth and complexity  
Geraldine Nicholas  
Tournament of Minds in the classroom: Tips and hints to enable TOM skills to become embedded  
Nicole Sabbadin  
Challenging gifted students in the classroom through differentiated instruction  
Desilee Tait  
Mentoring in action for the gifted student |  
| 4:35pm to 5:30pm | **Keynote 1.2 Presentation**  
Michele Juratowitch  
Residential programs for gifted students: STEAM Powered Intervention |  
| 6:00pm to 9:00pm | **Conference Dinner**  
(separate registration required for the sit down dinner catered for by Gastronomy in Tyree Room, Scientia Building, UNSW campus) |
# Program

## Day 2 – Friday 30 September 2016

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00am to 10:30am</td>
<td><strong>Keynote 2.1 Presentation Paula Olszewski-Kubilius</strong>&lt;br&gt;Gifted Education at a Crossroad? Where the Research is Leading us and the Implications for Practice&lt;br&gt;CLB 7</td>
</tr>
<tr>
<td>10:30am to 10:50am</td>
<td><strong>Morning Tea</strong></td>
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<tr>
<td>10:50am to 12:20pm</td>
<td><strong>INVITED SPEAKERS</strong>&lt;br&gt;CLB 6&lt;br&gt;2.1.1. Andrew Martin&lt;br&gt;Motivating High Ability Students: Lessons for Gifted, Talented, and Prodigious Students&lt;br&gt;CLB 1&lt;br&gt;2.2.1. Lye Chan&lt;br&gt;The effect of two interventions on high ability underachievers in an Independent Secondary School&lt;br&gt;CLB 1&lt;br&gt;2.2.2. Denise Wood &amp; Lucia Zundans-Fraser&lt;br&gt;Setting a baseline in the gifted education landscape&lt;br&gt;CLB 2&lt;br&gt;2.2.3. Aranza Blackburn&lt;br&gt;Hallmarks of adolescent gifted English language learners – Relational aspects&lt;br&gt;CLB 2&lt;br&gt;2.2.4. Hong Cao, Jae Yup Jung, &amp; Susen Smith&lt;br&gt;Career choice intentions of gifted high school EFL students: A grounded theory analysis&lt;br&gt;CLB 3&lt;br&gt;2.2.5. Gabrielle Oslington&lt;br&gt;Use of the IOWA Acceleration Scale: A guide for families and teachers&lt;br&gt;CLB 4&lt;br&gt;2.2.6. Rhonda Filmer&lt;br&gt;Underachievement in the gifted: ADHD (the passive-inattentive type) as a factor&lt;br&gt;CLB 5</td>
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<tr>
<td>11:40am to 12:20pm</td>
<td><strong>Advocacy</strong>&lt;br&gt;2.2.2. Denise Wood &amp; Lucia Zundans-Fraser&lt;br&gt;Setting a baseline in the gifted education landscape&lt;br&gt;CLB 4&lt;br&gt;2.2.3. Aranza Blackburn&lt;br&gt;Hallmarks of adolescent gifted English language learners – Relational aspects&lt;br&gt;CLB 4&lt;br&gt;2.2.4. Hong Cao, Jae Yup Jung, &amp; Susen Smith&lt;br&gt;Career choice intentions of gifted high school EFL students: A grounded theory analysis&lt;br&gt;CLB 5&lt;br&gt;2.2.5. Gabrielle Oslington&lt;br&gt;Use of the IOWA Acceleration Scale: A guide for families and teachers&lt;br&gt;CLB 5&lt;br&gt;2.2.6. Rhonda Filmer&lt;br&gt;Underachievement in the gifted: ADHD (the passive-inattentive type) as a factor&lt;br&gt;CLB 5</td>
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<tr>
<td>12:20pm to 1:10pm</td>
<td><strong>Lunch</strong></td>
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**Notes:**
- CLB stands for Conference Learning Blocks.
- The program includes sessions on topics such as educational research, best practices, and advocacy.
- Sessions are organized into strands focusing on different themes: research, best practice, advocacy, and diversity.
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<tr>
<th>Time</th>
<th>INVITED SPEAKERS</th>
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<tr>
<td>1:10pm to 1:50pm</td>
<td>CLB 6</td>
<td>Advocacy</td>
<td>Socio-emotional development</td>
<td>Career development</td>
<td>Curriculum and pedagogy</td>
<td>Advocacy</td>
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<tr>
<td></td>
<td>2.3.1 Melinda Webber</td>
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<td>2.3.2 Miraca Gross</td>
<td>2.3.4 Rebecca Napier</td>
<td>2.3.5 Jonathon Dallimore &amp; Jacob Anstey</td>
<td>2.3.6 Lesley Henderson</td>
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<td>Advocacy</td>
<td>2.3.3 Geraldine Townend &amp; Leonie Rowan</td>
<td>Teachers' perceptions of their preparedness to meet the needs of diverse learners and implications for twice-exceptional students</td>
<td>Career development experiences of gifted adolescent girls</td>
<td>The Gifted Dimension of the Australian Professional Standards for Teachers</td>
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<td>2:00pm to 2:40pm</td>
<td>CLB 6</td>
<td>Advocacy</td>
<td>Curriculum and pedagogy</td>
<td>Diversity</td>
<td>Curriculum and pedagogy</td>
<td>Advocacy</td>
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<td>2.4.2 Jane Jarvis &amp; Jennifer Jolly</td>
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<td>2.4.3 Katrina Eddies-Hills</td>
<td>2.4.4 Helen Dudeney</td>
<td>2.4.5 Mirella Olivier</td>
<td>2.4.6 Alan Thompson</td>
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<td>Advocacy</td>
<td>2.4.4 Young gifted children</td>
<td>E-Learning: The holder of great promise for gifted students</td>
<td>Australian Mensa: Findings from the 2015 Australian Mensa Gifted Children's Survey</td>
<td>Australian Mensa:</td>
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2:40pm to 3:00pm | Afternoon tea |
## Program

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<table>
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<tr>
<th>Time</th>
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| 3:00pm to 4:30pm | **INVITED SPEAKERS**

<table>
<thead>
<tr>
<th>CLB 6</th>
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| 2.5.1 | Manoj Chandra Handa  
Engaging with Student Voice, and gifted students as “co-researchers” |

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<th>RESEARCH STRAND</th>
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<tbody>
<tr>
<td>CLB 1</td>
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</table>
| Advocacy  
2.5.2 Margaret Plunkett  
Increasing understanding of giftedness in the pre-service teachers practice experience |
| CLB 2 |
| Socio-emotional development  
2.5.3 Mardi Frost, Belinda Holmes, & Phillip Buddee  
High achieving students and growth mindset |
| CLB 3 |
| Socio-emotional development  
2.5.4 Kate Burton  
Robbed of resilience and self-regulation: Are we traumatising our brightest students? |
| CLB 4 |
| Socio-emotional development  
2.5.5 Peta Hay  
Overcoming potential boundaries in gifted children's development |
| CLB 5 |
| Symposium 4  
Curriculum and pedagogy  
2.5.6 Katherine Hoekman  
Applying disciplined design to unleash the brilliance of Australia’s high potential learners: ELEVATE program partnerships and communities |

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<tr>
<th>Poster Presentation</th>
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<tr>
<td>Adrienne Alexander</td>
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<td>Jodie Bennett</td>
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<tr>
<td>2.5.6 Katherine Hoekman</td>
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| 4:35pm to 5:15pm | Panel Discussion: Perspectives from National Education Bodies  
CLB 7 |

| 5:15pm to 5:45pm | AAEGT Annual General Meeting  
CLB 7 |
# Program

## Day 3 – Saturday 1 October 2016

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>9:00am to 10:30am</td>
<td><strong>Keynote 3.1 Presentation</strong> Del Siegle</td>
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<td>Contributing Factors to Students’ Underachievement and Possible Solutions</td>
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<td>CLB 7</td>
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<tr>
<td>10:30am to 10:50am</td>
<td><strong>Morning Tea</strong></td>
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<tr>
<td>10:50am to 12:20pm</td>
<td><strong>INVITED SPEAKERS</strong></td>
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<tr>
<td>10:50am to 11:30am</td>
<td><strong>Socio-emotional development</strong></td>
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<tr>
<td>3.1.1</td>
<td>Carol Barnes</td>
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<td>Obstacles, distractors and hollow excuses: Why some of the so-called ‘research’ may be doing more harm than good for some gifted students</td>
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<td>CLB 6</td>
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<tr>
<td>10:50am to 11:30am</td>
<td><strong>Curriculum and pedagogy</strong></td>
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<tr>
<td>3.1.2</td>
<td>Susen Smith, Andrew Martin, &amp; Ben North</td>
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<td>Socio-affective influences on gifted students in enrichment programs: The Tournament of the Minds experience</td>
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<td>10:50am to 11:30am</td>
<td><strong>Advocacy</strong></td>
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<td>3.1.3</td>
<td>Denise Wood &amp; Michelle Bannister-Tyrell</td>
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<td>Rural voices: Perceptions and practices of gifted pedagogy by rural teachers</td>
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<td><strong>Curriculum and pedagogy</strong></td>
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<td>3.1.4</td>
<td>Kerry Hodge</td>
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<td>Families with very young children who are (possibly) gifted: Parents and facilitators persepctives of a supported playgroup</td>
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<td><strong>Symposium 5 Advocacy</strong></td>
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<td>3.1.5</td>
<td>Greg Cunningham &amp; Caroline Merrick</td>
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<td>Why do we need out gifted children to be inquirers and lifelong learners - thinking, understanding and inquiring!</td>
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<td>11:40am to 12:20pm</td>
<td><strong>Creativity</strong></td>
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<td>3.2.2</td>
<td>Ben North, Susen Smith, &amp; Miraca Gross</td>
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<td>Stress, anxiety, and pressure: How do gifted students respond to academic pressure in assessment contexts</td>
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<td>Creative performances and gifted education</td>
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<td>Carmel Meehan</td>
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<td>Anne Grant &amp; Anne-Marie Morrissey</td>
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<td>Making a difference: A report on educators learning to plan for young gifted children</td>
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<td>12:20pm to 1:10pm</td>
<td><strong>Lunch</strong></td>
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**Note:** The program is subject to change.
# Program

## Day 3 – Saturday 1 October 2016

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<td></td>
<td>Susan Nikakis</td>
<td>Mariusz Sterna</td>
<td>Bohdan Balla-Gow &amp; Lynda Lovett</td>
<td>Caroline Merrick &amp; Greg Cunningham</td>
<td>Mirella Olivier</td>
<td>Gabrielle Oslington</td>
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<td>Creativity knows no boundaries. Giftedness has no boundaries</td>
<td>The library was my safe haven: A mixed method study exploring the role of secondary school libraries in the lives of gifted students</td>
<td>Designing, Implementing and Evaluating a Sustainable District-Wide Engagement Program for Gifted Youth</td>
<td>Why is Growth Mindset important in fostering talent development in our gifted students?: Our top ten tips for developing a growth mindset</td>
<td>Academic competitions for gifted students: The making of the quest</td>
<td>Parents of twice exceptional children: A panel presentation for teachers and parents</td>
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<td>2:00pm to 2:40pm</td>
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<td>Ruth Phillips</td>
<td>Mariko Francis</td>
<td>Wendy Stewart</td>
<td>Erica Ryan &amp; Stephanie Alchin</td>
<td>Erica Ryan &amp; Stephanie Alchin</td>
<td>Teachers connecting research and practice to what really works in the classroom for 2E students</td>
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<td>Socio-emotional development</td>
<td>Measuring the parent voice: Strength in numbers</td>
<td>You’re gifted! Why are you here?: Counseling the gifted and talented</td>
<td>Teachers connecting research and practice to what really works in the classroom for 2E students</td>
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2:40pm to 3:00pm

Afternoon tea – Youth Summit Exhibits
### 3:00pm to 4:30pm

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<td>3:00pm to 3:40pm</td>
<td>3.5.1 Leonie Kronborg</td>
<td>Twice exceptionality</td>
<td>Youth Summit Exhibits</td>
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<td>Teachers who transform secondary students' gifted potential into talents: One school's experience that is making a difference in the lives of academically able students</td>
<td>3.5.2 Kristen Graziani &amp; Rhonda Filmer Barriers for gifted students with co-morbidities/ co-morbid learning disabilities and/or mental health conditions</td>
<td>Underserved populations 3.5.3 Peter Merrotsy Beyond technological boundaries for invisible gifted students</td>
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Keynote Speakers

Professor Paula Olszewski-Kubilius

Director, Center for Talent Development,
Northwestern University, USA

Dr Paula Olszewski-Kubilius is currently the director of the Center for Talent Development at Northwestern University and a professor in the School of Education and Social Policy. Over the past 32 years, she has created programs for diverse groups of gifted learners and written extensively on issues of talent development, particularly on programming for under-represented gifted students and outside-of-school and accelerative models of gifted education. Her most recent work is a monograph written with Rena Subotnik and Frank Worrell, “Rethinking Giftedness and Gifted Education: A Proposed Direction Forward Based on Psychological Science”, published by the Association for Psychological Science, which received the Award for Excellence in Research in 2013 from the Mensa Education and Research Foundation of Mensa International, Limited. She has served as editor of Gifted Child Quarterly, co-editor of the Journal of Secondary Gifted Education and on the editorial review boards of Gifted and Talented International, The Roeper Review, and Gifted Child Today.

Keynote 2.1

Gifted Education at a Crossroad? Where the Research is Leading Us, and the Implications for Practice...

Gifted education has long been dominated by a model that views giftedness as a fixed trait of high general intelligence accompanied by unique social and emotional characteristics such as over-excitabilities and asynchrony. Despite its longevity, this framework has been criticized by individuals both within and outside the field on two accounts: failing to identify all gifted children, particularly culturally, linguistically, and economically diverse gifted children, and failing to demonstrate impact and efficacy for achievement in adulthood.

In this talk, I will present research that supports a different view of giftedness — namely as contextual, situational, domain specific, and developmental — and places a greater focuses on developing talent rather than only identifying it. This talent development framework has implications for assessing and identifying giftedness and designing supportive programs and services. I will also discuss the state of the art of research on the social, psychological and emotional development of gifted children. Drawing on work from the fields of sport and the performing arts and research on the psychology of high performance, I will argue for a more deliberate and systematic focus on the cultivation of psychosocial skills that are needed to support the fruition of potential into realized achievement.
Professor Del Siegle

Director, National Center for Research on Gifted Education
University of Connecticut, USA

Dr Del Siegle is a professor of gifted and talented and Head of the Department of Educational Psychology in the Neag School of Education at the University of Connecticut (UConn). He is among a select group of university professors who has been honoured as a teaching fellow. This is the highest honour the University can award for outstanding teaching. He has also received the Neag School of Education’s Outstanding Alumni Young Investigator Award for his research in gifted education. He teaches graduate courses in educational research, creativity, the social and emotional needs of gifted students, and the Schoolwide Enrichment Model. Under his direction, UConn was one of the first universities to offer online courses in gifted education and an online master’s in gifted education. Dr Siegle’s research interests include the motivation and underachievement of gifted students, teacher bias in the identification of students for gifted programs, and using technology to differentiate instruction. He is director of the National Center for Research on Gifted Education, the federal government’s only funded national centre on giftedness.

Keynote 3.1

Contributing Factors to Student’ Underachievement and Possible Solutions

Underachievement is among the most frustrating education issues facing parents and educators. Underachievement can limit students’ opportunities for long-term success and fulfilment, and impact society as a whole by reducing the pool of motivated individuals contributing their creative productivity to societal growth and development. Why are some gifted children willing to tackle new challenges, while others seem insecure or uninterested? Are there strategies teachers can implement that promote an achievement-orientated attitude?

Gifted students achieve and underachieve for a variety of reasons. In this session, we will discuss factors that students and research suggest influence gifted students’ achievement. While there are many factors that contribute to achievement, achievement-oriented students exhibit four key traits: 1) they believe that they have the skills to perform well, 2) they expect that they can succeed, 3) they believe what they are doing is meaningful, and 4) they set realistic expectations and implement strategies to successfully complete their goals. While there is no silver bullet to reverse underachievement, we’ll discuss factors that students and research suggest influence gifted students’ achievement.

We will share promising strategies for increasing student motivation and subsequent achievement.
Professor Bob Carr

Australia-China Relations Institute, UTS.

Former Foreign Minister, former Premier NSW

Former Foreign Minister Bob Carr is also the longest continuously serving Premier in New South Wales history. He served as Minister for Planning and Environment 1984 to 1988 and as Leader of the Opposition from 1988 until his election as Premier in March 1995. He was re-elected in 1999 and 2003, securing an historic third four year term. He retired from politics in 2005. In March 2012 he was designated by Prime Minister Julia Gillard as Australia’s Foreign Minister, elected to the Australian Senate to fill a casual Senate vacancy, and sworn in to the Senate and Cabinet on March 13, 2012. As Foreign Minister, Bob Carr fostered stronger relations between Australian and South East Asia, lifted sanctions on Myanmar, campaigned for the passage of global Arms Trade Treaty and laid the final stages of Australia’s successful bid for Australia’s seat on the UNSW Security Council as a non-permanent member. His plan for a Syrian medical pact was backed at the G20. He assisted Prime Minister Gillard in achieving a strategic partnership with China.

Following his resignation from the Senate on October 24, 2013 the University of Technology, Sydney appointed Bob to lead the Australia-China Relations Institute- a think tank dedicated to Australia-China relations.

Bob Carr serves on the Board of the Dymocks Children’s Charity; is a Director of The Lysicrates Foundation and as a Committee Member of the UNSW Matraville Education Program Advisory Council.
Abstracts

Invited Speaker 1.2

1.1.1 Pathways to Excellence: A Crucial Goal of Gifted Education

Professor Wilma Vialle

There has been renewed interest in the field of gifted education on how giftedness is conceptualised and enacted. A recent monograph published by Subotnik, Olszewski-Kubilius, and Worrell (2011) drew attention to the need to integrate our work in giftedness into the broader discipline of the psychological sciences. One approach that views giftedness from the context of advances in psychology is Ziegler’s systemic model of giftedness - the Actiotope model. In this presentation, I will use Ziegler’s model to explore the talent development process, focusing particularly on the educational and learning resources that provide pathways to excellence for our gifted young people. Educational resources are those features of an individual’s environment that contribute to the talent development process and thereby lead to excellence. Educational resources comprise the economic, cultural, social, infrastructural, and didactic. Learning resources, by contrast, are characteristics of the individual. Each of these resources will be discussed in relation to their roles in the talent development process. I will also draw on recent work across Asia to reflect on how giftedness is understood in different contexts. This cross-cultural reflection helps us recognise those elements that make a difference in gifted education. I will also discuss the contributions of expert research in illuminating the developmental trajectories that are critical to a systemic approach to gifted education.

1.1.2 Gifted Children in the Preschool Years: What Do Their Educators Believe and Do?

Dr Kerry Hodge

Early childhood educators can play an important role in recognising giftedness and adjusting curriculum and practices to nurture advanced development in the preschool years. However, we know very little about how they view this role, how prepared they feel, and what they think is important. This study investigated the beliefs, experiences, practices and confidence of preschool and childcare educators in NSW regarding gifted children. Eighty university-trained educators completed a survey, and twelve of these were interviewed as well. Most educators had experience of gifted children and believed that some adaptation of the usual early childhood curriculum was required. Although they had had little training in giftedness and their confidence levels were not high, their beliefs and reported practices regarding curriculum for young gifted children were reasonably well aligned with current recommendations for best practice. The educators identified some barriers to what they viewed as ideal provision. It appears that in NSW, early childhood educators need access to training in early gifted education and ongoing support, especially since the new National Quality Standard for early childhood services has acknowledged that gifted children have additional needs and therefore “require or will benefit from specific considerations or adaptations”.

15
1.1.3

The Paradox of Giftedness and Autism – The Identification and Education of the 'Twice exceptional' Student with Autism

Dr Trevor Clark

The 'paradox' of being both gifted and having a diagnosis of autism is discussed, and its implications for the dual fields of gifted and autism education is considered. Although we have yet to accurately identify the numbers of twice exceptional students with autism in schools today (Nicpon, Allmon, Seick and Stinson, 2011), research has shown that up to 30% of people with autism display savant abilities (Howlin et al, 2009). Students who display these abilities are referred to as autistic savants, and are a cohort of the larger group of twice exceptional students with autism. Savant abilities may be considered remarkable in contrast to the disability of autism, or prodigious in relation to the typical population. Given the low-employment rates of adults with autism (Roux et al, 2015), these students require differentiated educational programs to promote better post-school outcomes. Twice exceptional students with autism remain the most underserved of all twice exceptional students in classrooms today.

Research into the education of twice exceptional students with autism will be overviewed, along with the educational challenges they face. A study of a world-first differentiated educational program for autistic savants – the Savant Skill Curriculum, will be outlined (Clark, T.R., 2016. Exploring Giftedness and Autism: A study of a differentiated educational program for autistic savants. London. Routledge). The conceptual link of the differentiated program is made to the field of gifted education (Gagne's Model of Giftedness and Talent, 2009), and its application to the education of the savant is discussed. A new cutting edge Australian savant vocational research project designed for high school students with autism will be explained.

Every student should have access to an educational service appropriate to his or her learning needs. By merging the two distinct fields of gifted and autism education through increased collaborative research, we will achieve this goal for the twice exceptional student with autism.

1.1.4

Helping Parents, Helping Teachers

Julia Bailey

In 2015 the QAGTC North Branch initiated unprecedented parent support by way of parent guided study groups. Seeking to shift parent support meetings towards more productive, respectful and sustainable learning opportunities, the president set about to embed facilitated study groups using the GERRIC Modules. Meeting every second month, parents were emailed a copy of each module the month before the scheduled meeting, asked to read and annotate before coming together to share their learnings, affirmations and to ask burning questions that arose during the process. A unique point of difference was the manner in which the president tracked the learning of the participants using a reflection document succinctly aligned to the specific reading, enabling the formation of a qualitative data set. This session will demonstrate the ease in which facilitated study groups can be embedded into support networks. The session will review the data collected and further demonstrate that parent education actively contributes to a better understanding of how to support gifted children, not only at home, but also in the school setting, as parents interact using credible and respectful language and knowledge. Additional benefits will be shared via the feedback that was collected from the parent participants.

1.1.5

Building Abstraction, Depth and Complexity

Madelaine Armstrong Willcocks, Anna Meuli

Gifted students need abstraction, depth and complexity in both the content and the processes of learning. In practice this means gifted students
of all ages require explicit and direct teaching of abstract, high-level content, coupled with appropriately complex intellectual tools to allow them to dig deeper into content and to develop bigger and deeper ideas, faster. As part of its overarching curriculum for intellectually and creatively gifted students, the New Zealand Centre for Gifted Education has developed a framework around a suite of high level intellectual tools to help achieve these aims. The framework draws from the works of distinguished international researchers, curriculum developers and educators in gifted education, notably Joyce Van Tassel-Baska, Bette Gould, J. Taylor Education, Benjamin Bloom, Julia and Richard Roberts, and Sandra Kaplan.

These tools are initially used by the teacher to plan for, challenge, and scaffold students in making intellectual leaps, then over time students take ownership and become increasingly autonomous.

This symposium will introduce teachers to the framework, the associated teaching tools, and the contexts within which these are currently being used by the New Zealand Centre for Gifted Education - in classrooms and in professional learning with teachers. Teachers will come away with both an understanding of the framework as well as tools and strategies they can use immediately with their gifted learners, and will see examples of students' work.

**Symposium 1**

**1.1.6**

**Project C - Creating 21st Century Emotionally Intelligent Leaders**

Carmela May, Libby Hamilton, Leanne Coningham, Lara Kepitis

As educators our challenge lies in preparing students for the future and giving them a deeper understanding of themselves and others so that they become successful life-long learners, and confident and creative individuals who can collaborate and sustain positive and enduring relationships. This presentation will provide participants with an emotional intelligence model based on the Australian Curriculum Personal and Social Capability Framework. It will examine the premise that ‘character’ lays the path to successful, purpose-filled, satisfied lives and discuss how to develop resilient students who can thrive in an ever-changing world. St Ives North Public School Ku-ring-gai Unit for Gifted and Talented Students, a primary school in Sydney’s Northern suburbs, developed ‘Project C’ - a program that addresses character, creativity, collaboration and citizenship. We will share our journey of creating an Emotional Intelligence Model and leading our gifted students through an awareness of themselves, an awareness of and interaction with others and how our students independently created their own authentic citizenship projects.

**1.2.2**

Agency for Change in Gifted Education: a Longitudinal Case Study of a Highly Gifted Female Student

Bohdan Balla-Gow, Alison Mackenzie

This paper outlines an in-depth, longitudinal case study of the identification, needs assessment and individualised educational program (IEP) development for a highly gifted adolescent female in a partially selective NSW Department of Education high school. Program development and implementation incorporated best practice in gifted education to meet the intellectual and socio-affective needs of the adolescent student and included: identification; parental education and support; curriculum differentiation within the classroom; facilitation of numerous self-nominated research projects in areas of interest; various forms of acceleration; counselling; informal and formal mentoring; involvement in GAT programs within the school and through universities; and strategic involvement of key stakeholders. The case study outlines consultation with key stakeholders regarding subject-based, followed by grade-
based, acceleration, as well as specific monitoring and evaluation procedures of the study as a whole. Implications of the case study for students, parents, teachers, executive staff members and the school itself are elaborated within an agency of change framework. The presentation will include a contribution from the female student, who is now attending university.

1.2.3

Lived Experiences of Twice Exceptional Children: Narrative Understandings of Disability and Giftedness

Dr Michele Ronksley-Pavia

This paper reports on a qualitative narrative inquiry which explored the lived experiences of eight twice exceptional children, both in school, and outside school; to gain an in-depth understanding of the contextual factors impacting these children in order to inform policy and practice to advance their lives. Findings suggested five key thematic plotlines: personal interests; negative experiences; support networks; stress, coping and resilience; and sense of self. The children reported ongoing negative experiences at school: bullying by peers and teachers; incidents of teachers’ yelling; and being negatively singled out in class. Other factors identified external support networks: their pets; friends; parents; social networks; and, personal interests. Situational factors affecting the children included maladaptive coping strategies and building resilience through understanding and advocacy. Throughout the children’s experiences they related feelings of being different to their peers, both at school, and outside school. Conflicts, bullying, adversarial relationships, and lack of understanding, often had deleterious effects on their self-esteem, self-concept, academic achievements, and relationship development. These findings suggest an overarching narrative of stigma and prejudice in their lives, indicating that children identified as twice exceptional experience life through perceptions and experiences that may not necessarily be recognised and understood by others. Both categories of disability and giftedness, carry associations of stereotyping based on societal perceptions of what these terms mean in relation to a person’s ability to function as productive members of society. The stigma surrounding perceptions of the children’s disability diminished views of these children as being capable, and predominantly viewed them as incapable. This means that in the context of these eight twice exceptional children, the findings are not about children who have disability and who are gifted, or vice versa, but about the complex interactions of these elements for each individual child - their lived experiences of being twice exceptional.

1.2.4

Advocacy and Gifted Children: Is All That Talk Really Necessary?

Melinda Gindy

Advocacy. The associated context often comes with a range of preconceived notions, many of which are strong and negative. The Macquarie Dictionary defines advocacy as ‘to plead in favour of; support or urge by argument...’ The very definition of the word can manifest into the wrestling of the stakeholders in the life of gifted children, as the pleading, urging and arguing are brought into an educational setting. Should such stakeholders become locked into a parent versus teacher, or a teacher versus parent, relationship, the effectiveness which could come about by working collaboratively gives way to a preventative boundary, depriving the gifted child of the best possible outcome for their education.

Research indicates that effective, responsive, well-planned home/school partnerships and communication produce numerous positive results for all involved. By developing an understanding and appreciation for the roles, expertise and experience that parents, teachers and students can collectively contribute to a gifted child’s education, a constructive approach breaks down the boundaries of advocacy and produces collaboration.
1.2.5

Leading Pedagogical Change in Gifted Education: Creating a Culture Shift among Secondary School Teachers.

Kylie Bice, Matthew Kameron

One of the greatest boundaries in gifted education is the reluctance of teachers to reflect upon and change their practices when teaching gifted students. We will share how we have enabled teachers to improve the learning, engagement, social/emotional and academic outcomes for gifted students.

Christ Church Grammar School, an independent school for 1,650 boys in Perth WA, has implemented an innovative professional learning model which has led to school-wide shifts in culture among teachers as they plan for and teach these students. This model is effective and sustainable because the resources developed are reusable, can be customised for the needs of the teacher group, and ensures teachers have access to quality and evidence-based professional learning. The program has led to unparalleled improvements in curriculum design, application of Passow’s Rule and use of other evidence-based pedagogical practices for gifted students across the senior school. This has transformed learning experiences for gifted students and has generated excitement among teachers.

Invited Speaker 1.3.1

The Complete Picture: Being Gifted and the Importance of Social Development

Jake Widjaya

The socio-emotional aspects of being gifted are equally important to the intellectual. Theories and educational methods of any kind, in any realm, will inevitably need to be adjusted when practically tested in the real world. In my presentation, I aim to provide insight from my experiences of being twice exceptional on the importance of socio-emotional development for gifted people, children in particular.

Twice exceptionality is an element I will put a heavy emphasis on. I will talk about how my life with a special hand has helped my life with a special brain, and vice-versa. I will also talk about how I have been put in an interesting situation where one difference has pushed to the forefront the consideration of its social consequences (i.e. relationships), and the other the consideration of intellectual consequences.

Through talking about my life prior to and during school, my main argument will be that the most important relationships for someone gifted are those between themselves, the parents and the teacher. I will talk about what worked for me and the amazing things people have done for me, identifying the positive methods of socio-emotional development for gifted people. I will also share some of my more negative experiences both in and outside the classroom, identifying what could have been done more effectively. From this, I hope to provide some insight into what can be learnt from my experiences.

I will also suggest some methods to help develop gifted people’s socio-emotional skills, based on what I think would work for me if I were in that situation. Among these is the importance of establishing an emotional relationship between the gifted student and the teacher, something I found to be incredibly important in relation to my performance in the classroom. In hopefully drawing more attention to the socio-emotional aspects of giftedness, my presentation aims to present a strong case for considering gifted individuals as people, rather than just a brain.

1.3.2

Risk and Resilience in Gifted Young People from Low Socioeconomic Backgrounds

Dr Nadine Ballam

Gifted young people from low socioeconomic backgrounds are underrepresented in gifted and talented programmes in New Zealand schools (Ministry of Education, 2012). Consequently, there have been calls for further investigation in this area. This paper draws on findings from research that
investigated the lived experiences of gifted and talented young people from low socioeconomic backgrounds, with an emphasis on risk and protective processes that might foster resilience.

Resilience literature indicates that resources that come with giftedness are considered to be a major protective factor (Masten & Coatsworth, 1998) and that conditions associated with poverty are considered a significant risk factor (Gallagher, 2008). This study explored the intersection of giftedness and poverty, and how these intersected in the lives of participants.

An electronic survey of ninety-three gifted young people between the ages of 17 and 27, and eight in-depth interviews, inform the findings of this study. The qualitative methodology considered to be most appropriate for this research was Interpretative Phenomenological Analysis (IPA), as it allows the researcher to get an ‘inside perspective’ of participants’ lived experiences (Smith & Osborn, 2008).

A significant finding that emerged from this research was that having a gift or talent appeared to act more as a risk factor for these young people than limitations associated with their socioeconomic circumstances. Three key themes emerged from this study, and these were identity, drive and opportunities. From these three themes, and other key elements identified in participants’ accounts, a resilience model for gifted young people from low socioeconomic backgrounds was developed.

This paper adds broadly to international literature related to both giftedness and risk and resilience by examining how elements of this resilience model contribute to positive outcomes for gifted young people who face potential challenges associated with poverty.

### 1.3.3

**Listening and Responding to the Experiences Twice Exceptional Students**

Dr Michele Ronksley-Pavia, Dr Geraldine Townend

This session presents findings from two separate Griffith University research projects conducted between 2012 and 2015, which together examined the experiences of nineteen twice exceptional children. The first study utilised a mixed methods approach with eleven students to investigate their educational experiences. This quantitative approach was complemented by qualitative in-depth exploration of three cases. The second study used narrative case study inquiry methods to elicit eight children’s in-school and out-of-school experiences of being twice exceptional, using the unique perspective of interviewing the children in their own home settings.

Relatively little is known about the educational experiences of twice exceptional children, particularly in Australia, and how their experiences may contribute to our understanding of individual needs. Hence, the findings from both studies come directly from the children’s voices and have been utilised to inform recommendations as to how policy and practice might improve the experiences of twice exceptional students.

Findings across both studies point to twice exceptional children’s feelings of being different to their peers, and issues with interpersonal relationships; such as bullying and limited understanding from others. Many of these feelings and experiences increased stress and anxiety levels, which were further exacerbated by educators’ frequent focus on disability rather than ability. These negative experiences were often ameliorated by out-of-school support, personal interests, and both parental and self-advocacy.

Other environmental influences in the students’ educational experiences included teacher feedback; and, evidence of two social comparison
theories: the big-fish-little-pond effect and the reflected glory effect, all of which contributed both positively and negatively to school experiences. Together, the findings across these two separate research studies provide new understandings about these twice exceptional children’s beliefs and feelings in relation to their experiences. These findings support previous research, which states that teachers have a major impact upon the educational achievements and psychological wellbeing of their students.

1.3.4
Taking Ownership: Gifted Education Policy and our School

Melinda Gindy

“We don’t have a Gifted Education Policy here”. “We have a Gifted Education Policy, but we don’t really use it”. “Why would we need a Gifted Education Policy? We are already engaging Gifted Children!” A significant boundary in gifted education can sometimes be found in the lack of strong foundations: the building blocks of a Gifted Education Policy by which a school operates.

The establishment, ownership and application of a gifted education policy within a school promotes a setting in which all stakeholders can effectively collaborate and employ best practice in identifying and meeting the needs of gifted students. When the teaching, student and community bodies are consulted to collectively devise and document policy, a sense of unity, collaboration and understanding is developed as those involved take ownership of the policy. Most importantly, key issues pertaining to the needs of the gifted can be understood and addressed within the policy. The scope of these issues can be addressed within five key areas that should be taken into account when establishing a school gifted policy: definition, identification, responsibility, practical strategies and collaboration. This presentation will carefully examine these areas and provide practical considerations for school bodies to take ownership of, and effectively implement, Gifted Education Policy.

1.3.5
A System-wide Approach to Gifted Education

Jan Robinson

This presentation outlines the development of a system-wide approach to gifted education within Sydney Catholic Schools. Following a three-year research and development project around gifted education, a number of schools across Sydney Catholic School system have undergone a rigorous accreditation process around gifted education principles and practice. Accredited “Newman Schools”, continue to be funded and supported for the commitment they show to addressing the needs of gifted learners, but are required to maintain their exemplary practices over time, with regular monitoring and review. To sustain and broaden this initiative, strategic staffing appointments and research-based professional learning opportunities have been developed to create pathways for all schools within the Sydney Catholic Schools system, to develop sustainable structures, pedagogy and practices that support gifted learners.

This presentation outlines the face-to face and online learning resources developed over the past two years that support this ongoing initiative, as well as those currently in development, and on the near horizon. GENE (Gifted Education Naturally Embedded), aims to build capacity in school leaders (gifted education teams) in regard to the guiding principles of gifted education, and to support schools in developing and embedding structures and practices that support their gifted and talented students. An online course for individuals, Gifted Education Online 1 (GEO1), develops a consistent understanding of, and approach to, gifted education in teachers, focusing on gifted education principles and the identification of gifted students. The course is available online for all teachers in the Archdiocese of Sydney over eight weeks each term. These courses are BOSTES-accredited professional learning at Proficient Teacher level. GEO2 is currently in development and addresses pre-assessment, differentiation with a light touch on the social-emotional aspects of giftedness. This latter area will be further addressed in GEM (Gifted Education Masterclass) to follow.
Symposium 2

1.3.6

Self-regulation Challenges: Creating a Team around the Child

Dr Fiona Jones, Andrea McGlade, Michele Juratowich, Olivia Jackson

Gifted students may experience attention disabilities and difficulties with self-regulation. Understanding the complexities of attention and self-regulation for children and adolescents who are gifted is essential. A multidisciplinary approach is required to facilitate appropriate assessment, intervention, support and opportunities for development of skills. Children who lack the self-regulation skills required to engage effectively in the classroom and during formal assessments often struggle to learn, demonstrate what knowledge they have acquired, and access programs and opportunities appropriate for meeting their intellectual and academic needs. Students with attention disabilities and self-regulation difficulties can also experience problems in less-structured social environments, whether at school or beyond their school boundaries.

This symposium will discuss recent research and best practice approaches to supporting gifted students with attention disabilities and self-regulation difficulties, from multiple perspectives. A multidisciplinary panel will explore ways in which twice exceptional students can be identified, interventions implemented, skills developed and students’ ongoing needs addressed.

1.4.2

Identification of Gifted and Talented Students from Culturally Diverse Backgrounds

Kintara Phillips

This presentation reports on the findings of my capstone master’s research project into the development of an identification policy for gifted and talented students from culturally diverse backgrounds. This research is a beginning point to develop a school wide policy related to gifted and talented students where a high percentage of students do not qualify as EAL (English as an additional language) but do not speak English as a first language at home.

The research includes a document analysis of current policies from a range of Australian Departments of Education along with current policies from other schools. Careful consideration will be given to documentation that addresses the impact of cultural diversity on the identification of gifted and talented students. This analysis will assist in the rationalisation of the development of a school specific identification policy.

The presentation will be further supported with case studies of a range of K-12 students within my school environment. Case studies will be initially identified via current school data (PAT and NAPLAN) then further above-level testing and other culture friendly assessments conducted in line with the policy the school develops. Staff will be involved in the development of the school wide policy and supported with professional learning opportunities. This capstone project is stage one in the development of a whole school policy to address the needs of gifted and talented learners.
1.4.3

Boundary-crossers and Shape-shifters: Multiple Perspectives on Twice Exceptionality

Susan Prior

Under the umbrella term of twice exceptionality there is an under-researched phenomenon of children diagnosed with specific language impairment, who are also assessed to be gifted in non-verbal reasoning. This paper is the result of a PhD literature review investigating the research perspectives on this particular twice exceptionality; namely cognitive psychology, speech and language pathology, neuroscience and gifted education. A talent development approach involves a complex choreography of factors, which means students experiencing twice exceptionality are shape shifters, often crossing our service and research boundaries. Do we need to be trans-disciplinary in our research to discover ways these students can flourish and move our understanding beyond the boundaries of gifted education?

1.4.4

But I’m a parent too!

Dr Briar Schultz

As a Registered Clinical Counsellor that has devoted her years to developing the social-emotional curriculum for children and adolescents, Dr Briar Schulz should have been an expert when it came to discovering her own daughter was gifted at the age of eight years old, but personal and professional intersections can sometimes elude us! This passionate, humorous and deeply personal presentation shares unique insights of a professional school counsellor and mum who had to “walk her talk” in parenting and advocating for her gifted daughter. Briar shares the challenges of understanding the very critical social-emotional needs specific to raising a gifted girl in today’s culture, including communication skills, friendships, defining “normality”, managing puberty and balancing sibling rivalry with a learning-disordered brother. Furthermore, Briar will share how this personal process assisted her in developing creative resources for other parents, schoolteachers, administration, and school counsellors, specific to assisting gifted children with their social and emotional needs. One of these creative initiatives resulted in a research project that developed the first Canadian online school-counselling program for students with a special feature for gifted and twice exceptional children. Briar shares her initial research findings in implementing this project that expands the counselling resources, accessibility and education for students and families in remote areas. Finally, Briar’s daughter is featured sharing her unique thoughts on what it means to be the gifted daughter of an often not-so-gifted mum!

1.4.5

Acceleration: A Prominent Curriculum Option for Gifted Students

Gail Young

One of the most pressing needs of the academically gifted student is for an accelerated curriculum. This need is both a consequence of the ability of these students to learn at a faster pace, and recognition of the tendency of some gifted students to underachieve if they are not adequately catered for in the regular classroom.

The research supporting acceleration as a programmatic option for gifted students and its positive outcomes are well documented. In reality, acceleration is an educational strategy that ensures that the gifted student is given a level of educational instruction in keeping with their ability and sufficiently challenging to stimulate, maintain, and sustain academic and affective growth. Acceleration is a process as much as an educational decision, so needs to be well planned, implemented and reviewed in light of the best available data about the student and about the process of acceleration.
This presentation will highlight research evidence, which shows acceleration to be the most appropriate and successful provision for gifted students. An overview of the process of acceleration at Holland Park State School will be provided. A range of issues to consider when deciding whether, and how, to implement acceleration as a whole school approach will be shared. Case studies of acceleration at Holland Park State School will be analysed, in order to extend participants’ knowledge of acceleration as a prominent curriculum option for gifted students.

**Invited Speaker 1.5.1**

*2e or not 2e: That is the question. Understanding the special needs of twice exceptional students.*

**Dr Catherine Wormald**

Students who are gifted with a learning disability (also referred to as twice exceptional, 2e, double labelled or GLD) are a group of students who confound their teachers and parents with their ability to undertake and complete some activities at a very high level, whilst at the same time demonstrating an inability to do other tasks which may be quite simple. These students can demonstrate gifted characteristics as well as the characteristics of learning disabilities such as, but not limited to: ADHD, autism, behavioural disorders, and specific learning disabilities (SLD). Current research in Australia has generally focused on specific case studies and there has not been national empirical research undertaken.

This research was conducted as a collaborative project between the University of Wollongong and the University of New England. A survey was developed which focused on what teachers know and understand about students who are gifted with a learning disability. The survey – Australian Twice Exceptional Needs Assessment Survey (ATENAS) - was adapted from a survey used in the US. Applications were made to undertake the research in all State and Territory Departments of Education, all Catholic Diocese schools and all independent schools nationally. Preliminary results support the findings of Wormald (2010) in that teachers have awareness of these students but are not necessarily able to meet their educational needs. This research will provide valuable data about these students and indicate directions for future research.

**1.5.2**

**STEM: Beyond the Boundaries of the Australian Curriculum**

**Professor Peter Merrotsy**

ACARA (n.d.) suggests that teachers use the flexible design of the Australian Curriculum to meet the individual learning needs of gifted and talented students and make necessary adjustments to meet their individual learning needs. This may include drawing from and emphasising specific aspects of the general capabilities learning continua, and drawing on learning area content from later levels along the curriculum sequence. In order to do this, teachers will be required to have a good overview of content scope and sequence, and how to link the learning of key specific concepts across several years of schooling. In this presentation I will use two Mathematical examples, both extensively developed and implemented with high ability students from Years 5 to 10, to model how this problem might be approached (Merrotsy, 2015; under review).

**1.5.3**

**The Landscape of Australian Research: 1983 to 2015**

**Dr Jennifer Jolly, Dr Angela Chessman**

This study focuses on the research priorities and practices since the establishment of the formal field of gifted education in 1983. Overall, gifted education remains negligent in the reflexive examination of its research literature. The Australian context is no exception. In order to gain a greater understanding of research literature as a whole, we asked
(a) What research priorities have dominated the inquiry of the field?
(b) What types of methodological inquiry guide the field?; and
(c) How do these research trajectories correlate with recommendations from outside the field?

Articles were collected from an over 30-year period. Selected articles were to have reported on Australian gifted education or gifted students as a part of their research sample. Widely cited and read journals within the field of gifted education were included in the sample selection. The results from this study present the methodological features and preferences and research priorities by Australian researchers. The discussion defines the limits of the research literature; provides a synthesis of the research literature; distinguishes exemplary research; identifies intra- and inter-connections within and outside the field; and offers recommendations for future research.

1.5.4
Gifted Global Citizens - The Diversity of Connections, Creativity and Collaboration

Dr Jill Margerison, Scott McDonald

This presentation showcases an innovative project for a gifted cluster class of year 9 boys. Funded by The Asia Education Foundation & Malaysian Board of Education, two classrooms in Australia & Malaysia, collaborated via Google communities to focus on literacy & student-to-student cross-cultural exchange. Curiosity & creativity were key features as students and teachers shared the ‘joy’ of a learner-centred digital environment of diversity.

The purpose of this project was not only to offer students and teachers the chance to adapt, innovate and inquire via a digital learning platform but also to contribute to the development of successful global citizenship through a process known as E-twinning. The collaboration focused on introductory exchanges through video files, sharing of cultural and literary resources via forum postings, and opportunities for creativity using a range of technology applications. Students were able to extend themselves by responding to a real audience; an audience who surprised them with questions and their thirst to learn more about Australia. Our gifted students realised that they were ‘ambassadors’ for both the school and their country.

This project opened up new gateways for student-to-student cross-cultural learning. It also introduced students to an internationally collaborative teaching environment; a global ‘classroom without walls’. Significantly, this shared digital educational journey between two classes in the Asia Pacific region allowed for gifted and talented students to explore what it means to be a global citizen.

Our presentation highlights the process and challenges in removing the ‘walls’ of a traditional classroom structure. It also offers a model of cooperation and collaboration that teachers can incorporate into their own school departments on a local level to foster stronger community and engagement. The significance of connecting classrooms with other classrooms, digitally, is not only valuable and rewarding for learning and teaching but also supports a growth mindset.

The program model is enticing to teachers because it allows them to meaningfully engage with professional learning at their own pace using a combination of flipped classroom, tasks with personalised feedback, targeted coaching, and the opportunity to reflect upon their practices and share their learning with colleagues.

Change has come at a much faster pace than expected. A culture shift has been triggered which has seen the number of enrolments triple to a prodigious 50% of secondary staff in only the second year.

In this session, we will share how this model has broken the mould of traditional professional learning by empowering teachers through autonomous learning and providing opportunities for authentic collaboration, resulting in a dramatic improvement in student learning and engagement.
1.5.5

Students Shaping the Learning

Jodie Bennett

Pedagogical strategies such as problem-based learning and inquiry learning has been identified as having a positive impact on student engagement among both the general and gifted student population. This presentation will report on two initiatives in which a small group of gifted students were engaged in investigating genuine inquiry questions that emerged within their primary school context. The students designed and implemented solutions that impacted aspects of school life.

In the first initiative, students in Year 5 were asked to consider how the implementation of a new whole-school learning framework could be made relevant to students in the early primary years. As part of the second, students were asked to consider whether coding skills should be introduced across the Junior School. Both projects culminated with students developing proposals for the school leadership and then implementing their solutions, in collaboration with teaching staff. These initiatives shifted learning from teacher-designed units to a negotiated approach to learning that helped position students in a role where they had an influence on learning across the primary school. Students became leaders of learning within their school context.

This presentation will explore these initiatives that represent the practical implementation of concepts such as student voice and engagement.

1.5.6

Cluster Grouping at O.L.G.C. Forestville- a Strategy to meet the Needs of High-achieving Gifted Students in a Mainstream Setting.

Janet Agostino

In 2012, the cluster-grouping model was introduced to Our Lady of Good Counsel in a pilot project designed to address the needs of some identified gifted learners in Years 2 and 3. In successive years, the program was expanded and currently the school has cluster groups in Years 1-6. In 2013 a survey was undertaken using an online questionnaire to gain insights into the staff’s attitudes, skills and opinions and the results of this survey set the direction for future planning.

Our Lady of Good Counsel is a school known for its diversity, where gifted and high-ability students, as well as children with learning support needs, reach their potential within a culture of achievement and positive learning behaviours. Cluster grouping was selected as a strategy as it is reported to “deliver a full-time cost-effective programme for gifted and talented students” if used in conjunction with differentiation, pull-out programmes and effective professional development (Biddock, 2009). Based on the process outlined by Winebrenner and Brulle (2008), cluster grouping is implemented through the Diverse Learners team at OLGC- a team responsible for the needs of students who require programme differentiation due to learning support needs, ESL and gifted abilities.

Implementation of the cluster grouping model at O.L.G.C. has attracted ongoing support from the Catholic Schools Office. The model represents best practice in a mainstream setting and has relevance for school educators interested in meeting the needs of high-achieving gifted students. This presentation includes an outline and rationale of the cluster grouping process, its implementation at OLGC, current issues and challenges for the future. Some responses from both student and staff interviews are included to give key stakeholders’ perspectives.
POSTER PRESENTATIONS

One Day Schools for Gifted Children: a New Paradigm for Australia

Adrienne Alexander

In 2015, inspired by the New Zealand One Day School and the work of Rosemary Cathcart, a new model for meeting the needs of gifted children was launched on the Sunshine Coast, Queensland. The Extension Education One Day School offers gifted children from throughout the region an opportunity to experience a challenging academic program with like-minded peers for one full day per week. The drive to create this service came from the acknowledgement of the struggle that schools face in meeting the needs of gifted children in the regular classroom. Every school seeks to meet the needs of individual students, but achieving this goal is far from easy. Schools are under constant pressure to improve the outcomes for students who are struggling, and meeting the needs of less able students frequently takes up the majority of resources allocated for differentiation. In addition, the social and emotional needs of gifted children are can be particularly hard to cater for, as many students find themselves in school situations where they have no true peers. The One Day School concept offers students an opportunity to learn with other gifted children for a significant part of their schooling at no cost to the school. In recent months, this concept has been taken up by groups of educators and parents across Australia, with One Day Schools now being set up in Brisbane, Sydney and Canberra.

Critical Thinking within the Australian Curriculum

Jodie Bennett

The inclusion of critical thinking within the Australian Curriculum general capabilities strand is consistent with an increased emphasis across school systems on the inclusion, within school curriculum, on those behaviours and dispositions considered essential for students to be successful in the world beyond school. An increased emphasis on the importance of critical thinking within core curriculum is of particular relevance to gifted education. Gifted learners have frequently been identified as possessing critical thinking skills in advanced of their age peers. Quality instruction for gifted students also consistently recommends the inclusion of experiences that promote critical thinking.

This poster presentation will summarise a document analysis that investigated the approach to the implementation of critical thinking within both the Australian Curriculum and the NSW Board of Studies K-6 syllabus documents. Informed by research on effective approaches to critical thinking instruction for both the general and gifted student population, this presentation will highlight potential strengths and limitations to the approach to implementation adopted within both the Australian Curriculum and the NSW Syllabus documents.

This presentation will highlight issues such as assumptions about the progression of critical thinking skill development, the relationship established between critical thinking and subject-specific content and underlying assumptions about giftedness that are embedded within the approach to student diversity. As educators continue to implement aspects of the Australian Curriculum or the NSW Syllabus documents, awareness of potential strengths and limitations to the approach to the implementation of critical thinking can inform the planning of those with a commitment to the education of gifted students.
Enriching Mathematics through Game-Based Learning

Samantha Lind

This workshop-type presentation will discuss the use of game based learning in mathematics. The workshop will be initiated by looking at current pedagogy and 21st century learning frameworks (eg Hattie and Fuscardo), moving into meeting the needs of curriculum outcomes, providing real world scenarios and cross-curricula connections. We will investigate the process involved with forming the idea for the game base, using online, interactive games to ignite your own spark. We will then look at how to design the game process, ensuring there are rules and guidelines, and a clear game play structure. Finally, I will use an example for a game based program I developed for my 5/6OC and my 1/2G&T class; and hopefully play a round of the game.

Cross Curriculum Case Study - Year 8

Mark Long, Jenny Bowen

James Ruse Agricultural High School is an academically selective school for highly gifted learners. This school has a week-long program which sees Year 8 students work in small groups to solve a real life scenario over the course of the week. The project is underpinned by syllabus outcomes from all subject areas and uses real life site visits, guest presenters and mentors to create an authentic learning experience. In the first year, students had to create a vision for Parramatta in 2050 and worked to create sustainable possibilities that considered the indigenous history and future needs of Australia’s newest CBD. Last year, a partnership was developed with the Powerhouse museum and students created their vision for the Powerhouse museum in Parramatta.

A key aspect of the week long experience is the final day tradeshow where students showcase their work to a real life audience. In 2015, this audience totalled almost 450 parents, teachers, primary school students and high school peers. Each syllabus outcome is reporting on in the student’s report, thus giving students a real, pressurised yet scaffolded project that encourages creativity, collaboration, communication and critical thinking skills.

A Framework for Depth and Complexity

Anna Meuli

As part of its overarching curriculum for intellectually and creatively gifted students, the New Zealand Centre for Gifted Education utilises a framework for achieving abstraction, depth and complexity. The origins of the framework date back to the mid 1990’s and draw from the works of distinguished international researchers, curriculum developers and educators in gifted education, notably Joyce Van Tassel-Baska, Benjamin Bloom, Julia and Richard Roberts, Sandra Kaplan, Bette Gould, and JTaylor Education. The Framework continues to evolve into a powerful instructional tool that ensures students are appropriately prompted to think in deep, complex ways about the content they are studying.

JTaylor Education is active in promoting the use of the framework in the United States, reporting that currently, the tools are used at some level in over 5,000 schools in the United States and by tens of thousands of teachers. Components of The Depth and Complexity Framework are embedded in several US States and mandated and/or recommended Gifted and Talented Education standards. Their presence in 2015-2016 is greater than any time since their creation and introduction into education in the United States.

The New Zealand Centre for Gifted Education is working together with JTaylor Education to grow an Australasian understanding and use of the framework to enhance student learning and achievement. “The NZCGE’s understanding of the foundations of the Depth & Complexity Framework is evident in the work, programs, and workshops they are designing. I fully sport the staff and provide my stamp of approval to their organization as Depth & Complexity experts.”

This poster presentation will provide a graphic overview of the key components of the Depth and Complexity Framework, the research and development background, and some examples of student work.
Tournament of Minds in the Classroom: Tips and Hints to Enable TOM Skills to become embedded

Geraldine Nicholas

Tournament of Minds (TOM) is a long standing program that has catered for the needs of our gifted and talented students for 28 years. The program started in 1987 and is now an internationally recognised and valued program. Tournament of Minds has allowed the creative student to thrive within an atmosphere of teamwork, creative and critical thinking and the development of interpersonal and intrapersonal skills. In fact, TOM remains one of a kind as it celebrates and harnesses the General Capabilities found within the Australian Curriculum whilst consolidating the disposition, habits and behaviours of every learner. With the growing emphasis on STEM skills, Tournament of Minds has developed a program that has allowed our gifted students to harness their curiosity, collaboration competencies and independence as learners.

Tournament of Minds has many skills that can be developed within the classroom every day. Geraldine Nicholas, Professional Learning Coordinator for TOM Victoria, will share tips on what works, how it works and where to find the resources you need to develop TOM skills and the General Capabilities as well as STEM learning whilst learning about some of the fundamentals of Tournament of Minds.

Challenging Gifted Students in the Classroom through Differentiated Instruction: Associated Perceptions, Effort Levels and Emotions Determined Through Classroom-based Research

Nicole Sabbadin

Learning of gifted student responses to and perceptions about instruction is important, as the repercussions of instructional strategies are revealed. It is also integral, as middle school student and teacher perceptions about the variety of choice and depth of challenge do not always correlate. Without appropriately pitched lesson content, gifted students become bored and stress levels can rise, resulting in frustration, decreased motivation and, potentially, lowered achievement. However, teachers need tools to aid them to determine if their perceptions match their students. This poster presentation explores results from classroom-based research about student response to lesson challenge provided via differentiation influenced by Maker principles for the gifted. As Gifted and Talented Coordinator, I am investigating perceptions within my own classroom to create tools that can be used with other classroom teachers to collect data about challenge and gifted specific for my context, an inner Sydney independent girls’ school. Although the findings of this research may not be relevant to all due to its classroom-based nature, the methods could be ones considered by educators to aid in determining challenge levels for gifted in their context.

Mentoring in Action for the Gifted Student

Desilee Tait

Desilee has coordinated the gifted and talented program at Loreto Kirribilli Junior School for the past 5 years. During this time she has developed a research based mentoring program that meets the needs of the students. This course remains contemporary and challenging for all students identified to be part on the program. A mentorship is a powerful, sometime life changing, practice that can project a student to the frontiers of a field.

Participants attending this presentation will follow the journey in developing the program that delivers a personalised differentiated curriculum for every gifted student.

Participants will have the opportunity to learn about
- Benefits of mentoring
- Identification of students participating in the program
- How to access mentors-discover how a mentor can be a parent, teacher or other professional - in fact anyone who has a similar interest to the student and who has reached a high level of expertise in that particular field
- What is involved in working with the mentor
- Mandatory requirements of a mentor working with students
Models used in the program from Habits of Mind, Blooms Taxonomy, Williams Questions Thinker Keys, Visible Thinking Routines and many more

This presentation will be a valuable learning experience for any teacher from K-12 who is interested in establishing a sustainable mentor program for the Gifted Student.

Keynote 1.2
Residential Programs for Gifted Students: STEAM Powered Intervention

Michele Juratowitch

Julian Stanley pioneered the Talent Search concept as a way of identifying high-ability students, suitable to attend advanced holiday programs. From this beginning, Talent Searches, using above-level tests to identify gifted students, quickly spread across the U.S. Students, who were able to demonstrate academic talents through above-level tests, were provided access to challenging courses and residential programs.

Miraca Gross introduced Talent Searches to Australia when GERRIC used Explore to test students. Gifted students, identified through the Australian Primary Talent Search (APTS) and the Australian Secondary Students’ Educational Talent Search (ASSETS), were invited to attend weeklong residential programs that provided advanced courses for highly gifted students. Scientia Residential provided a residential experience while attending GERRIC’s Student Programs during school holidays.

Inspired by gifted students’ experiences at residential programs, STEAM Residentials were established at Stuartholme, a Brisbane girls’ boarding school. Four STEAM Residentials have provided advanced academic workshops in each of the STEAM subject areas, together with an affective program, designed to meet the specific needs of intellectually gifted and academically talented girls from metropolitan, regional and rural areas.

This presentation will briefly explore the history and literature associated with residential programs for gifted students, before examining the STEAM Residential programs and the impact these residential programs have had upon young gifted girls who attended these residential programs. Using data from applications, students’ evaluations and parent questionnaires, this presentation will examine changing demographics of students attending STEAM Residentials; the structure and provisions within the academic and affective programs; how programs have evolved in response to feedback from the students; response to issues that have arisen; the impact upon students who have attended STEAM Residential and feedback from parents about their daughters’ residential experiences. Other schools and organisations might consider moving beyond boundaries to offer similar learning and residential experiences for gifted students.

Invited Speaker 2.1
2.1.1
Motivating High Ability Students: Lessons for Gifted, Talented, and Prodigious Students

Professor Andrew J. Martin

In this presentation Professor Martin attends to the motivational world of high ability students, including gifted and talented students - and child prodigies. Professor Martin describes major theories of talent development that have positioned motivation as an important dimension or issue. The presentation then focuses on the specific facets of motivation inherent in each of these theories - dimensions that underpin high ability students’ approach to school and schoolwork. The presentation identifies and discusses a number of these key dimensions as follows: students’ beliefs about ‘smartness’, their views of effort and the perceived risks of trying hard, students’ growth mindsets, students’ perceptions of control, their fear of failure and fear of success (and the related Impostor Phenomenon), students’ drive for perfection, the
importance of balancing challenge and skill, and students’ approach to competition. In line with recent developments in motivation theorizing, the supportive motivational role of significant others is also considered. These factors hold direct implications for strategies educators and parents can use to enhance high ability students’ motivation. Addressing some, most, or all of these factors places these students in a much stronger position to engage with their schoolwork and achieve to their potential.

2.1.2

The Effect of Two Interventions on High Ability Underachievers in an Independent Secondary School

Dr Lye Chan Long, Adrienne Erwin

This project aims to study the effect of using biographies as bibliotherapy and differentiation techniques to counter underachievement in a group of identified high ability underachievers at Inaburra School.

There has been little or no research to date on the use of bibliotherapy with high ability students for the purpose of reversing underachievement. Bibliotherapy systematically matches reading materials to the needs of each learner to help with student achievement and development (Johnson, Wan, Templeton, Graham, & Sattler, 2000, cited in Cook, Earles-Vollrath, & Ganz, 2006), and is often used with students with disabilities. Cook et al. (2006) suggest that bibliotherapy provides information and insight into a specific experience, communicates new values and attitudes towards the problem, and more importantly, help students understand that they are not the only one who have experienced the problem. Further, Hebert, Long and Speirs Neumeister (2001) suggest that biographies of gifted individuals could help students gain insights into dealing with problems that they face.

There has also only been one study into the use of the Achievement Orientation Model (Siegel & McCoach, 2005) with high ability underachievers in the US. A study by Ritchotte, Matthews and Flowers (2014) suggests that the model may have validity in its use to develop interventions to address the needs of high ability underachievers. According to the AOM, high achieving students find school useful (goal valuation), the environment supportive (environmental perceptions), and perceive themselves to have ability to perform academic tasks (self-efficacy), all of which leads to motivated students who self-regulate and are engaged in their learning. This project will be the first study in Australia into the use of the AOM and bibliotherapy with high ability underachievers. This presentation will report on the results of the Year 9 group who were part of the project in term 1, 2016.

2.1.3

I have a Little shadow: Attachment Behaviours in Very Young Gifted Children Transitioning to a New Class.

Dr Anne Grant

Links between attachment and cognitive competence, recognised as important in infancy, continue to be relevant as children reach school age. There are discussions in the gifted education literature of the social and emotional development of very young gifted children, but no discussion was found about how attachment may positively influence their transition to a new learning environment. A yearlong qualitative case study, exploring influences on young gifted children entering a new learning environment, provided rich data about everyday adjustment by these children. Participants were seven young gifted children and their teachers. Amongst a number of influences, attachment behaviours emerged as important in the success of the transition experience for these children.

A key finding was that attachment behaviours were identified as integral in the establishment of a secure relationship between teacher and gifted child. Where such a relationship was achieved satisfactorily there was a corresponding satisfactory level of engagement in the learning program, but this was not the case for all the
children. The conclusion drawn was that intellectual progress at school for these young gifted children was inextricably linked with the establishment of a secure feeling of attachment. The significance of this finding is the need for teachers to know the importance of attachment for young gifted children transitioning into a new educational setting, how this might manifest in observable behaviours, and subsequently how it can influence engagement in the learning program.

2.1.5

IQ Tests are Integral to Assessment for Giftedness

Dr Mimi Wellisch

Some years ago I worked for a short time as a casual school counsellor for NSW Government schools. I was able to assess children with learning problems for disability funding eligibility, and learnt that IQ tests were predominantly used for this purpose by the Department rather than to assess giftedness, as tests were time consuming and expensive. Sometime later, on a visit to the a major private education body in Sydney as part of my recent PhD studies, I was advised that IQ tests were also not in use to identify gifted children within that body. Upon enquiring how gifted children were then identified, I was told that teachers were very experienced and could recognise a gifted child among other children. This is not borne out by research, which indicates that teachers continue to be quite poor identifiers of gifted children. Additionally, the use of IQ tests in assessing giftedness is often downsplayed or even left out in gifted policies and the literature, replaced by what some experts describe as imprecise measures such as creativity tests, isolated high scores on specific subtests, or peer nominations.

In this presentation I will argue for the reliability and widespread re-introduction of IQ testing, as the reduced use of IQ tests and the failure to replace them with equally objective and reliable measures have increased the likelihood of gifted underachievers remaining unidentified and increased the risk of gifted children dropping out of school. I will argue for standard IQ and socio-emotional assessment of all children starting school to establish a baseline. This will enable teachers to measure children’s subsequent learning gains.
and to better identify early signs of giftedness, learning disabilities, and socio-emotional problems and disorders. Such an early intervention strategy would provide solid information and ensure evidence-based and appropriate educational placements, provisions, and interventions.

2.1.6

Creating a ‘fit’ Between Cognitive and Self-regulation Capacities for Children who are Twice Exceptional

Dr Fiona Jones, Olivia Jackson

Self-regulation is a necessary component of social and emotional competence, and the ability to manage behaviour and attention. A mismatch between a child’s intellectual capacity and their self-regulation abilities can lead to disengagement in school and social environments. There are increasing numbers of children who present to allied health services and who are seen as fitting the twice exceptional profile. A common concern for many parents and educators for this group of children relates to problems with self-regulation. Occupational therapists working in paediatrics are very well qualified to work with this population of children due to their understanding of the neurological foundations of learning and development, the relationship to the stress response, and the impact on executive function and participation in everyday life, known as occupational performance. Understanding the mismatch between a gifted child’s cognitive capacity and their occupational performance is where occupational therapists play a key role.

Using the most current evidence, this paper will examine the more common issues that may lead to poor self-regulation and the value of a comprehensive occupational therapy assessment in understanding the child’s learning profile, and emotional and behavioural responses. When carers and educators have a more thorough understanding of where the problems may be arising, then this can help to direct the types of support which are most effective. A key goal of this paper will be the importance of preserving the child’s self-esteem using strengths based approach, and providing opportunities to allow the child to demonstrate their cognitive capacity, whilst addressing their regulation difficulties.

2.2.2

Setting a Baseline in the Gifted Education Landscape

Dr Denise Wood, Dr Lucia Zundans-Fraser

Gifted students across Australia have diverse schooling experiences that include inconsistencies in teaching expertise and knowledge about giftedness, and provisions that vary between schools and jurisdictions.

Since 2000, specific gifted education policies have been developed in all states and territories in Australia, providing research informed guidelines for identifying gifted learners and developing effective school and classroom programs. Consistent across all policies is intentional provision for gifted students in the form of identification processes and procedures, differentiated teaching practices and opportunities for enrichment and collaborative partnerships with families and schools in the support of gifted students. However there continues to be an absence of specific standards for gifted education that contributes to inconsistent school provision and teaching practice across education jurisdictions. At the same time, professional standards for teachers have been implemented in Australia to support greater consistency in teaching practices from pre-service teacher education through to educational leadership.

This presentation reports on the first and second phases of a three-phased design based research project. Design based research utilises a series of approaches to the research task, intentionally seeking to produce new artefacts or practices that potentially impact on the field (Barab & Squire, 2004). We will report on the first phase where a need to bridge a greater connection between the statements in Australian gifted education policies and the practices of schools and classroom teachers was identified (Zundans-Fraser & Wood, 2004).
2016). We will then propose a draft set of gifted education standards that provide consistency, guidance and support for educators.

### 2.2.3

**Hallmarks of Adolescent Gifted English Language Learners- Relational Aspects**

**Aranza Blackburn**

Research on the attributes of adolescent gifted English language learners (gifted ELLs) has emerged over several decades, focused mainly in the United States and referencing predominantly Spanish-speaking students. Australia presents itself as a multicultural nation, yet limited research exists as to what is known about its gifted ELLs. With the student voice movement gathering momentum, a recent inquiry into the educational needs of adolescent gifted ELLs based on narrative methodology has aimed to redress the invisibility of students’ stories. By giving students opportunities to speak about themselves and their lives, a variety of attributes considered as hallmarks of adolescent gifted ELLs were uncovered. Whilst academic and motivational aspects featured, this presentation will focus specifically on relational aspects. These findings have the potential for greater understanding of this population of students, as well as to enhance opportunities for the development of more meaningful and relevant curriculum and pedagogical approaches.

### 2.2.4

**Career Choice Intentions of Gifted High School EFL Students: A Grounded Theory Analysis**

**Hong Cao, Dr Jae Yup Jung, Dr Susen Smith**

The career decision-making process of gifted students has been considered as both important and challenging. Failure to direct these gifted individuals to the appropriate career paths would be a loss to both individuals and the community. Understanding of the decision-making processes of this special group of learners would certainly assist educators, counsellors, and parents in their counselling activities.

This presentation reports on the first phase of an Exploratory Sequential Mixed Methods (ESMM) study which aims to investigate the factors that predict the career choice intentions of gifted high school EFL (English as a Foreign Language) students in Vietnam, as well as the relationships between these factors. In-depth interviews were conducted with 25 gifted EFL students randomly selected from four participating schools. An analysis of the data using the grounded theory approach suggested a list of nine factors that may contribute to the career decision-making processes of gifted EFL students in Vietnam. Of these, career prospects, career self-efficacy and career interest appeared to be the most significant. From these findings, tentative models to explain students’ career choice intentions as well as their career indecision have been proposed.

Being among the first attempts to use grounded theory to uncover the career decision making process of an emerging group of gifted EFL learners in a Confucian Asian context, the study would contribute to current understanding of career development of the gifted population in general and gifted EFL students in particular. Findings from this first phase will inform the development of the questionnaires for the second and the third phases of the study.

### 2.2.5

**Use of the IOWA Acceleration Scale – A Guide for Families and Teachers**

**Dr Gabrielle Oslington**

Despite solid research evidence that whole grade acceleration is a powerful tool for supporting gifted students, parents and teachers often fear that acceleration will result in more harm than benefit for a particular child. The Iowa Acceleration Scale is a hands-on tool helpful for guiding stakeholders through the intellectual, physical, emotional and social development of the gifted young person in question. The IAS allows the decision whether (or not) to proceed with an acceleration to be made in an informed and evidence based manner. This presentation guides the audience through the use of the IAS using the example of four case studies.
involving primary school aged children. These children range from five to eleven years, and include both a child with a language other than English background, and a child with an autism spectrum disorder diagnosis. While the IAS is designed for school purchase, it can be obtained through Amazon or similar, and if needed is a powerful advocacy tool for families who suspect that full grade acceleration could be best practice for their gifted child.

2.2.6

Underachievement in the Gifted: ADHD (the passive-inattentive type) as a Factor

Rhonda Filmer

Relevance: The Australian Government Department of Health survey Young Minds Matter (2015) found that ADHD is the most common mental disorder in children and adolescents, affecting 7.4% of the population aged 4 – 17 years. Because it is not known what prevalence it has in gifted children, an understanding of this condition may appear to be peripheral to the field. Yet, Mark Selikowitz (2009) maintains that even a mild degree of the condition can have a profound effect upon the learning and life outcomes of a gifted child. The ADHD (Predominantly Inattentive Presentation or PIP) is not easy to identify and this is particularly so in gifted girls. Clinical experience has demonstrated that it is a common factor in a complete understanding of the learning profile of many underachieving gifted children.

Currency: The treatment of this condition is often viewed as controversial and this presentation will analyse the issues of medication and targeted programs from the research literature. So pervasive are the effects of unidentified ADHD in the classroom that the giftedness of students has been questioned in schools despite independent psychometric results proving high intelligence. Once the child’s whole learning profile is mapped following comprehensive assessment and interpretation the underachievement of gifted students with ADHD can be reversed. Multiple case studies will be presented to illustrate how this has occurred.

Originality and Significance: This presentation draws on the literature of gifted underachievement, early childhood learning and developmental disorders to compile a synthesis of current research as a guide to reverse the educational underachievement of gifted children. Its application will assist educators and parents to significantly improve the educational and life outcomes of this often overlooked population.

Quality: the research literature is analysed, interpreted and applied with rigour and attention to detail.

Invited Speaker 2.3.1

In Search of Greatness: Gifted Indigenous Students and the Power of Positive Racial-Ethnic Identities

Dr Melinda Webber

Race, ethnicity and culture matter because they shape the beliefs, values, aspirations and engagement of gifted Indigenous students. Unfortunately, the manner in which these concepts manifest in school contexts is frequently misunderstood by teachers and not used effectively to enhance teaching and learning. This is troubling because perceptions of race, ethnicity and culture can significantly influence gifted Indigenous students’ social and academic identities and subsequently affect how they respond to opportunities to learn. As such, the first half of this presentation considers the role stereotype threat, ethnic group connectedness and cultural efficacy have on the attitudes, behaviours, and learning orientations of gifted Indigenous students. It proposes that gifted Indigenous students should be encouraged to use their cultural knowledge and distinct worldviews as a starting point for better understanding what giftedness means for both their cultural and educational lives. It also suggests that Indigenous values, norms, customs, ways of knowing and traditions can provide gifted Indigenous students with a framework for interpreting reality, celebrating localised notions of giftedness, and responding courageously to academic challenges.
The second half of this presentation refers to Sternberg’s (1997) theory of successful intelligence and Māori whakapapa (genealogy) to explain the findings of the Ka Awatea project, which identified eight personal, academic and cultural characteristics associated with gifted Māori students from one tribal area of New Zealand. The gifted Māori students in this study were successfully intelligent by virtue of their ability to adapt to, shape and interact with their environments in ways that were academically fruitful, socially acceptable and culturally grounded. The study found that the negotiation and harnessing of Māori giftedness was a collective act that worked to bridge the gap between the social, cultural and educational worlds of the Māori student.

2.3.2

Sixty Years in Gifted Education: Lessons Learned

Emeritus Professor Miraca Gross

Miraca has spent 60 happy and productive years in gifted education. As a child in Scotland her primary school years were spent in mixed-ability classes where the only curriculum differentiation provided (reluctantly, at that!) was for students with learning disabilities. As a primary school teacher in Scotland and Australia she learned from her own childhood experience and implemented withdrawal programs, cluster groups and self-contained classes for gifted and talented students. Over the last 20 teachers as a teaching and research academic specialising in gifted education at a major research university she has seen the benefits of making gifted education a key element of teacher preparation, postgraduate study and professional development. She is recognized internationally as a leading authority on the social and emotional development of gifted and talented children and on the development of effective programs including programs involving the various forms of ability and achievement grouping and acceleration. She will discuss lessons she has learned - some harder to learn than others!

2.3.3

Teachers’ Perceptions of their Preparedness to Meet the Needs of Diverse Learners and Implications for Twice Exceptional Learners

Geraldine Townend, Leonie Rowan

This presentation presents two research projects to demonstrate how early career teachers’ perceptions might inform the academic self-concept of twice exceptional students. One project, funded by the Australian Research Council, investigated over 4907 newly graduated teachers’ perceptions of the effectiveness of initial teacher education programs in preparing them for their first teaching positions. 971 of the teacher results focus specifically on beliefs in relation to preparedness to address the diverse learning needs of students. The results identify areas where beginning teachers felt least prepared. Over a third to over a half of all participants reported being negative or neutral about their preparedness in the areas of: teaching diverse abilities and supporting students with disability, and communicating sensitively with parents. The second project investigated teachers’ influences on the school experience of twice exceptional students, and how these shape academic self-concept. Findings provide new understanding about teachers’ perceptions of their preparedness to teach students with diverse learning needs and how these perceptions might inform the academic self-concept of twice exceptional students.

2.3.4

Gifted Girls Speak Out: A Qualitative, Cross-sectional Study Exploring the Career Development Experiences of Gifted Adolescent Girls

Rebecca Napier

Young adolescent gifted girls tend to have high or non-traditional career aspirations, but often achieve low or traditionally gender based career outcomes as adults. Why is this so? This presentation provides an overview of a qualitative,
cross-sectional study containing three separate data sets (N=18 total participants) exploring the question of how adolescent gifted girls develop their career priorities over time. Participants from three selective entry gifted education high school programs in South Australia volunteered to participate in semi-structured, one on one interviews. Interviews were recorded and thematic analysis conducted progressively, which allowed an iterative interplay between data collection and theorising.

This paper reports preliminary findings from the author’s ongoing PhD research on key career-related influences, inhibitors, enablers, and tensions. Data indicates emerging themes such as: well-being, conceptions of success, and entrepreneurial interests. Time sensitive perspectives are also evident. This paper makes a significant contribution to the field by proposing a model of the career decision-making priorities of gifted adolescent girls. Career development theories tend to focus on childhood or adult decision-making. However, this model highlights the role of secondary schooling years from a developmental perspective.

This research is important as it establishes a platform for an anticipated longitudinal study examining the career priorities and achievements over time with these specific participants. Such an in-depth, qualitative study has not yet been conducted in Australia. The early findings provide information useful for gifted girls themselves. These findings also suggest effective career guidance elements for families and educational institutions. Policy recommendations for schools, as well as for organisations that seek to employ and support the career development of gifted females are also significant contributions of this research.

At the conclusion of the presentation, some of the tensions between sociological and psychological interpretations of the data will be discussed.

2.3.5

Teaching Logic that Liberates

Jonathon Dallimore, Jacob Anstey

The teaching of effective thinking skills is central to Gifted and Talented education pedagogy (Davis, et. al. “Education of the Gifted and Talented”, 2011, p. 242). This is most effectively achieved through the explicit teaching of strategies for reasoning and by consistent practice of those strategies. Nevertheless, the most important principles of formal logic that underpin effective argument are rarely taught in school. The central argument of this paper is that Gifted and Talented students of all ages can be taught to work with profound concepts of formal logic and to use them flexibly across a range of Key Learning Areas. Moreover, we argue that students who do master these fundamental principles are more adequately prepared for sophisticated, independent problem solving in and beyond the classroom. In short, learning formal logic can be both highly stimulating and, in the longer term, intellectually liberating. In this paper we also move beyond these theoretical considerations to offer specific strategies for the teaching, practice and assessment of sound reasoning skills in different learning environments.

2.3.6

The Gifted Dimension of the Australian Professional Standards for Teachers

Lesley Henderson

The Australian Curriculum (ACARA, 2016, v.8.2) acknowledges that gifted and talented students are diverse and require educational provisions that meet their special needs. However, without professional learning in gifted education, teachers are ill-equipped to understand, identify and provide for gifted students. This presentation outlines a ‘gifted dimension’ as an elaboration of the Australian Professional Standards for Teachers (AITSL, 2011). As all teachers will teach gifted and talented children, it is important to define the elements of quality teaching that are inclusive of high ability students in the Australian context and contribute to a professional learning agenda for all teachers.
2.4.2

Reflecting on Past, Present and Future Conceptions of Giftedness in Australia: Beyond the Boundaries of a Definition

Dr Jane Jarvis, Dr Jennifer Jolly

In keeping with the conference theme of “Beyond the Boundaries in Gifted Education,” this presentation challenges participants to contemplate conceptions and definitions of giftedness for the 21st Century Australian context. We reflect on past and present conceptions of giftedness in Australia, and their historical roots. Drawing on contemporary research and scholarship in gifted education and related fields, we review major models and conceptions of giftedness and talent, with a focus on examining underlying assumptions, evaluating their evidence base in contemporary scholarship and practice, and exploring potential implications for and relevance to the Australian context. We hope to generate discussion and promote critical reflection on current understandings of giftedness, and reenergise debates about alternative models and conceptions for the future.

This presentation would be of interest to researchers, scholars and practitioners with a stake in a relevant, thriving field of inquiry and practice in the education of gifted children.

2.4.3

Exceptional Learners Achieving Excellence within the Higher Education Framework

Dr Katrina Eddles-Hirsch

This study opens a window on the lifeworld experiences of Dean Award recipients by describing how the social contexts fostered, as well as impeded academic growth. While the social contexts are always present in higher educational settings, they are not always visible to lecturers or formally recognised in the higher educational setting. By understanding their journey, it is hoped that we can inform practice and recognise how to further foster their talent development within the university setting.

An extensive search of the Internet could not find any studies that addressed how gifted students were being supported in their learning in higher education in Australia. Yet research that gifted students do not perform to their best of their abilities without having their unique learning needs recognised and accommodated (Gross, Macleod, Pretorius, 2007). This study aimed to discover what motivated Dean Award recipients to achieve excellence, as well as a sense of belonging in the higher education environment.

2.4.4

Young Gifted Children

Helen Dudeney

Gifted youngsters are children first – how do we as parents and educators nurture their advanced abilities at the same time honouring their needs as children. The asynchrony experienced by gifted children is often even particularly evident in those who are very young, leading some parents to focus primarily on their advanced cognitive skills and even feeling overwhelmed by the responsibility of parenting such a precocious young person. They don't want to 'waste their child's potential'.

Research on what leads to a successful life, the nature of giftedness in young children, the role of play in child development, and the benefits of using abstract language and activities will be discussed. This research will provide guidance and strategies about how we respond to young gifted children by providing experiences that will allow them to maintain their natural curiosity while developing self-belief, resilience, social competence and connectedness - the tools to live a fulfilled life. The presentation will provide plenty of practical strategies for parents or early childhood educators to use with their gifted youngsters.
2.4.5

E-Learning: The Holder of Great Promise for Gifted Students

Dr Mirella Olivier

While online programs are the wave of the present, and many mainstream students are enjoying their benefits, it is the online programs for gifted students that education researchers are really excited about. Studies found the flexibility, the access, the personalized learning experience, as well as the academic and social-emotional qualities of the involvement with learning, which the gifted education in a ‘brick and mortar’ classroom situation cannot replicate. This presentation will review the literature on E-Learning programs for gifted students, underlining their benefits, their shortcomings and ways to overcome them, examples of available programs and ways to evaluate them for your students.

2.4.6

Australian Mensa: Findings from the 2015 Australian Mensa Gifted Children’s Survey

Alan D. Thompson

This presentation outlines findings from a study conducted at the end of 2015 with around 25% of the Australian Mensa gifted children population (n = 111, IQ ≥130).

The report presents a number of new and previously unidentified results, including: extraversion (72% of surveyed gifted children), isolation (Perth and Canberra), home schooling (50 times the Australian national average), STEM (more than half considering a STEM career), and capacity (a 20-50% gap between current state and their full potential).

The presentation will focus on the highlights in the following report categories:
1. General population demographics
2. Testing instruments
3. Schooling (including home schooling)
4. Grade-skipping
5. Career considerations

6. Potential and capacity
7. Games and interests
8. Future focus areas.

While Australian Mensa officially “has no opinion”, the presenter will underline insights and prevailing attitudes from the report.

Invite Speaker 2.5.1

Engaging with Student Voice, and Gifted Students as ‘Co-Researchers’

Dr Manoj Chandra Handa

Engaging with students in ongoing and authentic dialogue is necessary if we are to realise the democratic, pedagogical, and social aims of education in the twenty first century. There is a paucity of research in engaging with gifted students’ voices in education. The purpose of this study was to investigate and compare students’ and teachers’ perceptions of differentiated pedagogical strategies, classroom engagement, and the qualities of an effective teacher. Participants included 802 students and 867 teachers from Northern Sydney government schools. A mixed methods approach was used, including online questionnaires and interviews. Gifted students (n = 38) in Years 5-12 from four schools acted as “co-researchers”. They co-designed and disseminated the student survey and interviewed 32 teachers about their pedagogical practices. Results revealed significant differences between the students’ and teachers’ perceptions of differentiated pedagogical strategies, classroom engagement, and the qualities of an effective teacher. The study indicated the need for greater student voice in their learning, educational planning, and school innovation. The findings underscored the need to engage gifted students in inquiry and school transformation as partners rather than subjects, or even objects. Practical strategies will be shared for enabling gifted students’ voices to enhance teaching and learning, generate greater student autonomy, and increase student engagement.
Increasing Understanding of Giftedness in the Pre-Service Teacher Practicum Experience

Associate Professor Margaret Plunkett

Giftedness is not a topic that receives much coverage in pre-service teacher education (PSTE) generally, and in particular, tends to attract little attention in practicum related units. Previous research has illustrated the lack of attention that giftedness and gifted education receive in teacher education courses within Australia, such that many pre-service teachers show a preference for having non gifted students in their future classrooms. In reality, much of the support material provided for students prior to teaching placements relates to the associated practicalities of being in a school environment. A range of textbooks are on offer that attempt to provide practical guidance in terms of catering for diversity in school based practicum experiences, but the topic of giftedness tends to be largely absent.

In an effort to overcome this deficiency, a chapter on giftedness was specifically developed for a new textbook by Cambridge University Press (2014) entitled, Success in Professional Experience: Building Relationships by Dyson, Plunkett & McCluskey. The chapter on giftedness, with the title of Building relationships for working with highly able and gifted students, while underpinned by research, included a variety of practical components such as case studies, activities and ponder points related to the practicum experience for both primary and secondary pre-service teachers. The chapter covers a range of relevant topics including understanding giftedness; issues surrounding equity, excellence and elitism; characteristics of giftedness; the complexity of identification; underachievement; twice exceptionality; grouping and acceleration; and differentiation.

This presentation will outline details of the context for the development of the chapter, including feedback from a group of final year pre-service teachers at a regional university, who used the chapter as part of their preparation for their professional experience in schools. The qualitative feedback supports the value of offering specific instruction about how to respond appropriately to gifted students.

High Achieving Students and Growth Mindset

Mardi Frost, Belinda Holmes, Phillip Buddee

This paper will outline and explore the findings of an action research study. Five action research cycles in three different phases were enacted to examine methods of teaching attributes of Growth Mindset to high achieving students in Year 2 and Year 4. A model that focuses on differentiated student centred learning was developed to assist in the professional learning for teachers and parents of high achieving students. Key findings of the study helped to illustrate how teachers can best identify current mindset. Through observation during challenging tasks rather than reliance on surveys or reflections and by accurately reading verbal and nonverbal cues, teachers can then create a supportive learning environment that encourages a Growth Mindset and address any misconceptions the students may have about their ability and effort.

The use of the framework developed through this research serves to allow student to engage a Growth Mindset and enhance competencies in self-awareness, self-regulation, optimism, mental agility, strengths of character and connection with others. For high ability learners, it is essential that they continue to improve these competencies in order to reach their full potential in learning outcomes over time.

Robbed of Resilience and Self-Regulation: Are We Traumatising Our Brightest Students?

Dr Kate Burton

This paper seeks to explore parental reflections on the educational trajectory of six gifted children from Australia and New Zealand. It combines research from the fields of gifted education, psychology, and trauma theory to suggest that for some gifted
children and adolescents the isolating qualities of growing up as an intellectually gifted individual, in conjunction with inappropriate academic provision, can manifest as a form of trauma.

Issues such as social marginalisation, emotional and intellectual disconnect from peers, and inadequate educational provision throughout childhood and adolescence may not generally be recognised as ‘traumatic’ by educators or psychologists. Indeed, resulting symptoms generally fall outside of the diagnostic criteria for post-traumatic stress disorder (PTSD). However, it is possible to recognise the resulting affects these children experience in the nomenclature of the Diagnostic and Statistical Manual of Mental Disorder’s categorisation of traumatic stress, or more specifically the ‘Diagnostic Criteria for Extreme Stress Not Otherwise Specified’ (DESNOS). Features of this disorder can include difficulty managing emotional responses, disturbances in attention or consciousness, disturbances in self-perception, impaired relationships with others, social withdrawal, somatic complaints, shame, and feelings of ineffectiveness. In short, DESNOS is a disorder of dysregulation that is the result of individuals experiencing ‘ongoing chronic exposure to untenable environments’ (Luxenberg, Spinnazola & van der Kolk, 2001, p.385).

If a gifted child experiences isolation and alienation during the developmental process as a result of being out of sync with age peers, and is simultaneously unable to develop appropriate self-regulation strategies in the face of challenge because educators fail to accommodate their academic precocity, this paper suggests that not only are we failing our gifted children in terms of offering appropriate educational opportunities but that we need to reconsider our understanding of ‘traumatic stress’ in the educational context.

2.5.5
Overcoming Potential Boundaries in Gifted Children’s Development

Dr Peta Hay

Gifted students possess outstanding intellectual potential, and they may use their knowledge and skills to provide answers to many real world problems. However, without support, gifted students may use their intellectual gifts to manipulate and cause pain. Research consistently finds that gifted children have higher levels of moral reasoning (Gross, 1993; Derryberry, 2003), but this may not translate into ethical behaviour. Nurturing gifted students’ ethical development may help them to use their gifts wisely and with a social conscience. This session will explore Australian research on the prosocial reasoning of gifted children, and suggest practical strategies for parents and teachers to help gifted students to convert high moral reasoning into ethical behaviour.

Symposium

2.5.6
Applying Disciplined Design to ‘Unleash the Brilliance’ of Australia’s High Potential Learners: ELEVATE Program Partnerships and Communities

Dr Katherine Hoekman

Imagine the impact of committed leaders, teachers and schools connected and worked with purpose to collaborate, innovate and elevate the capacity of the profession and unleash the brilliance of Australia’s learners?

The Association of Independent schools of NSW (AISNSW) has responded to growing concerns about the underperformance of the top 40% of Australian learners, by offering the ELEVATE: agile design for high potential learners program to support leaders as they work to improve the quality
of teaching and learning in their own school. The vision is to enable high potential learners, including gifted learners, realise their potential in academic attainment, wellbeing and life outcomes by designing, developing and implementing powerful learning practices and experiences that address individual needs, motivations and interests.

A brief introduction to the ELEVATE: agile design for high potential learners program will be provided and the benefits already gained through the AISNSW partnerships with the Australian Institute for Teaching and School Leadership (AITSL) and the UK-based Innovation Unit (IU) will be discussed. The Disciplined Design principles that inform the scaling and diffusion strategy will be shared by leaders participating in the program. Team Leaders from different sectors will talk about the process of using a variety of user-centred data sources to co-design ‘next’ practice, and explain how teachers can access information about and from this national, cross sectoral program.

Invited Speaker

3.1.1

Obstacles, Distractors and Hollow Excuses: Why some of the so-called ‘Research’ may be doing More Harm than Good for some Gifted Students

Carol Barnes

If you’re wondering whether your intellectually gifted child’s, or your patently clever student’s, academic underachievement might be due to a learning disability or just ‘something else going on’, then this session is for you. After a general introduction to ‘twice exceptional’ children (the two exceptionalities being the giftedness on the one hand and the ‘something else’ on the other), this practical presentation will focus on the myriad of obstacles, distractors and excuses which sometimes get in the way of identifying twice exceptional children early enough to properly address, remediate or treat the second exceptionality, thereby reversing the underachievement.

Such excuses include: “It’s just a Dabrowski overexcitability”, “It’s just a visual-spatial learning style”, “It’s just asynchronous development”, “It’s just explainable by multiple intelligences”, “It’s just a boy thing”, “She’s just shy” and (perhaps worst of all…) “It’s always better to try all the evidence-free commercial ‘remedies’ or ‘cures’ or diets or vitamins before seeking professional medical or allied health assessments”. We’ll review what the research today really says about the science behind all the excuses, and consider why some of the distractors continue to influence classroom practice even after the science disproving their existence or efficacy is well and truly in.

This informal and interactive session will welcome participants’ input about all the dead-end rabbit holes you’ve explored, and all the annoying distractors which have served to cloud your thinking and waste your time and money - before finally identifying the true cause of the underachievement – and you’ll benefit from hearing the stories of others who’ve been wherever you are now on your gifted journey. Participants will receive numerous handouts to take back to their child’s teachers, or to their student’s parents, in this PowerPoint-free presentation. It is hoped that everyone will leave this session with new ideas and directions, including the speaker!

3.1.2

Socio-affective Influences on Gifted Students in Enrichment Programs: The Tournament of Minds Experience

Dr Susen Smith, Professor Andrew Martin, Dr Ben North

While many gifted students and high-achievers are finding the school experience rewarding and successful, some gifted students are still underachieving and are rarely accelerated. Gifted students are often bored in school, may not have their learning enriched, and might misbehave when their unique needs are not addressed. Personal best (PB) goal-setting and self-regulation skill development are proposed as two important factors to help engage students in
the learning process and help overcome these difficulties. If these factors are not addressed in the general school environment, then students might disengage and turn to extra-curricular enrichment programs for some academic, cognitive, emotional, and personal satisfaction and achievement. More research is needed on the influences of enrichment programs on the socio-affective needs of gifted students. Identifying the interrelationship dynamics between these factors might assist in highlighting the socio-affective and pragmatic influences that promote or impede the pathway from underachievement to achievement for some gifted students.

This presentation will provide a review of current research on relationships between PB goal setting, self-regulation, and engagement for gifted students who participate in extra-curricular enrichment programs. Initial exploration of data collected in a self-reporting quantitative survey questionnaire from Tournament of Minds (TOM) suggests evidence that setting PB goals are more strongly positively associated with engagement and self-regulation for gifted students than non-gifted students. TOM is a competitive group-based extracurricular enrichment program that is initiated through school, implemented regionally to internationally for primary and secondary students and focuses on problem-solving across four disciplines: Science Technology, Engineering Maths, Social Sciences, and Language Literature. “TOM aims to enhance the potential of our youth by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a competitive environment.” Some enrichment strategies to nurture PB goals and self-regulation for the engagement of gifted students will conclude the presentation.

3.1.3

Rural Voices: Perceptions and Practices of Gifted Pedagogy by Rural Teachers

Dr Denise Wood. Dr Michelle Bannister Tyrell

The lived experience of gifted students and their teachers in rural settings in Australia reflects a gap in the peer reviewed literature (Wood, 2015). Rural students are/ have been described as disadvantaged because of ambivalent attitudes towards achievement, gender stereotypes and the power of egalitarian attitudes, distance and lack of numbers ( Alloway & Dally-Trim, 2008). Rural contexts in the USA were found to limit the access gifted learners had to resources, diverse viewpoints or role models, and broad cultural and educational experiences and events (Schmitt-Wilson & Welsh, 2012). This highlights an increased responsibility on schools to identify, nurture and support gifted students to explore not only their immediate context, but to consider options beyond the local context, and to make connections with like minds beyond their regular peer group ( Alloway & Dally-Trim, 2008).

In NSW, the Gifted Education policy (2004) explicitly describes the role of classroom teachers in identifying and planning for gifted learners regardless of location (DET, 2004). The support of these teachers in rural settings is the focus of this presentation. It describes a project undertaken in rural settings across NSW, using a mixed method approach for the collection of data. A pilot study interviewed educators with gifted education qualifications teaching in NSW rural schools who had responsibility for planning gifted programs and provisions in their schools. The questions included opportunity for participants to elaborate anecdotally and provided narrative content for further analysis.

This presentation will outline initial survey findings, and theorise on the professional learning needs of teachers who teach gifted students in rural settings. This will be used to establish support programs across rural settings that will address the needs of teachers of gifted learners who support the development of visionary leaders and producers who ‘love rural places’ and who are deeply committed to those communities.
3.1.4

Families with very Young Children who are (Possibly) Gifted: Parents’ and Facilitators’ Perspectives of a Supported Playgroup

Dr Kerry Hodge

When a young child’s development seems advanced, parents can feel unsure about how to respond. Family and friends are not always sympathetic, and research in NSW has indicated that early childhood teachers may be uncertain about what to do or recommend. Recognising the scarcity of programs for very young gifted children and limited support for their parents, a Sydney non-profit organisation established a weekly supported playgroup for families who perceived their children aged 2-5 as gifted—or possibly gifted. The facilitators had practical and research experience in early childhood education and gifted education. This presentation reports on what the parents inquiring about such a playgroup were looking for and what the parents who attended found valuable in the program. From the perspective of the facilitators, the joys and challenges in delivering a supported playgroup over two years will be shared, along with the evolving playgroup model and examples of activities that engaged the children intellectually and socially.

3.1.5

Why do we need our Gifted Children to be Inquirers and Lifelong Learners – Thinking, Understanding and Inquiring!

Dr Greg Cunningham, Caroline Merrick

Considering the K – 12 Barker College Model of Inquiry Learning, the School’s mission is to inspire each learner, every experience, every day. Using 3D interactive zSpace computers in the newly constructed Inquiry and Enrichment Centre, students explore their world through new eyes.

Using the Learner Profile of Ten Attributes of a Learner some perspectives will be presented on how future learning might be informed through inquiry learning if we are to inspire global hope in the next generation.

Gifted students need to be encouraged to explore their world through inspiration and challenge. As such, an inquiry-based approach to learning will encourage the teaching of gifted students to be immersed in thinking, resilience and understanding.

Relevance: The inquiry based learning process is highly student-centred and, accordingly, is extremely conducive to gifted students (Hmelo & Ferrari, 1997).

Currency: A key finding from Kirschner et al’s (2007) and Savery’s (2015) research is that inquiry-based learning provides natural differentiation, which allows students to have some choice in what they explore/produce and permits them to work at their own levels. Consequently, a differentiated process such as inquiry-based learning adds depth, challenge and enjoyment (Heacox, 2002).

Originality: Inquiry advocates investigation, exploration, research, pursuit and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction (Kuklthau et al, 2007).

Significance: Inquiry-based learning provides natural differentiation for students by allowing them to work at their own level and by giving them choices in the process. The result is often higher student engagement and increased depth of learning particularly for gifted students.

Quality: Through approaches to thinking, understanding and learning (Perkins, 2015) students are provided in depth inquiry-based learning opportunities to think critically, investigate claims and reflect on the information presented in the learning context.

Symposium 5

3.1.6

Developing Potential for the 21st Century

Helen Dudeney

As educators or parents one of our roles is to nurture the children in our care so they become healthy, resilient, productive adults. This takes more than innate ability or giftedness. It is the
result of an interplay between natural ability and both interpersonal and environmental catalysts as highlighted in Gagne’s DMGT 2008. Strong interpersonal characteristics and lifelong learning skills are essential for talent development in the rapidly changing 21st century world. This symposium will look at the interpersonal catalysts required for successful learning and life. We will look at research about the characteristics of gifted learners, and how the interpersonal catalysts impact on talent development. Discussion will look at practical strategies that can be used to assist in the development of these qualities. Through considering the requirements of the 21st century workplace and world we will link the catalysts to current and future needs.

3.2.2

Stress, Anxiety, and Pressure: How do Gifted Students Respond to Academic Pressure in Assessment Contexts?

Dr Ben North, Dr Susen Smith, Emeritus Professor Miraca Gross

High levels of stress and anxiety amongst senior school students has been front page news in Australia in recent times, with mainstream media coverage discussing the different experiences faced by gifted students in seeking high marks for university entry. How do gifted students differ in their levels of stress and anxiety when faced with academic pressure? This presentation will discuss the quantitative components of Australian research with 722 Year 12 Students by analysing their stress and anxiety levels, with comparisons made between reference populations, gifted/average-ability students, and by gender. Academic pressure and self-efficacy were found to be significant predictors of affective responses such as stress. Additionally, these variables also predicted changes in learning responses, such as motivational orientations and maladaptive behaviours such as procrastination and high workloads. A model was developed that demonstrated significant differences in predictive relationships between the gifted and average-ability parts of the sample cohort.

The strong associations between pressure, affective distress, and learning orientations will be explored, along with the different patterns of response between gifted and non-gifted students. This research will have implications for both schools and further research. It shows the need for schools and assessment systems to provide supportive learning environments to identify and respond to pressure symptoms for gifted students in high-stakes assessment contexts.

3.2.3

Creative Performances and Gifted Education

Dr Kerry Thomas

This presentation acknowledges, in line with Gagne and Renzulli, that there is widespread support in gifted education for students’ creative abilities to be identified in terms of their inventiveness, imagination, originality, and fluency. These concepts are often extended by others to include creative thinking and problem solving. The presentation examines where and when these concepts originated, and discusses some reasons for how and why they have been naturalised in the discourses of gifted education and education more broadly. It then explores various exogenous factors that contribute to gifted students’ realising creative ends that are often overlooked in the literature, but which contribute to shoring up the production of creative performances and in turn the creativity of students. Drawing on historical archives and ethnographic research it takes three cases to vivify the explanation and shows how field dependence and reciprocity in the reality of social relations figure more prominently than might be imagined.
3.2.4

Enhancing the Partnership between School and Home.

Carmel Meehan

“Can I have a quick word?” This little statement is arguably the best way to create anxiety.

Although parents and educators are both focusing on academic and socio-affective gains for gifted students, the ability to work together to achieve these gains can be fraught with misunderstandings and miscommunication. From a parents’ perspective, their own experiences at school can colour and motivate their feelings and concerns about their child’s learning journey. Meanwhile some teachers feel challenged and reticent to expose their lack of experience in providing appropriate measures to cater for the needs of gifted students.

This presentation will examine ways of working in a partnership aimed at producing a win-win outcome, and providing an engaging and enriching school experience for the gifted student. All good learning comes from a positive relationship. Forming an affirmative working partnership takes time and careful planning, the more each party knows about the positive and negative factors that impact on progress, the more likely it is for the right outcome to be achieved. This presentation will put forward some practical actions and attitudes aimed at assisting teachers, students and parents to develop a culture of collegiality and resourcefulness based on sound gifted educational principles.

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3.2.5

Making a Difference: A Report on Educators Learning to Plan for Young Gifted Children

Anne Grant, Anne-Marie Morrissey

Current discussions of responses to educational needs of gifted students primarily focus on their difference compared to mainstream students. While there is no argument here about the necessity of satisfactory identification and planning responses to giftedness, a focus on the difference of gifted students potentially places additional responsibility and workload on educators. Their capacity to assume this extra load is limited by both minimal professional preparations to work with such students as well as many other competing expectations of their role.

This presentation will report on a professional development program for early childhood and early year’s educators where the emphasis was on how gifted students can be recognised and provided for within the usual context of the class. Thus a significant increase in workload is not demanded. The program was grounded in a socio-cultural perspective that sees young gifted children as members of their class as well as individuals with specific needs.

A three-session professional-development program was provided in 2015 to forty three early childhood educators. The aim was to increase their skills in working with young gifted children through presentation of strategies for developing high quality educational programs that provide challenge for every child including the most able learners, who may or may not at that stage been identified as gifted. Reports from the participants provided evidence that they significantly improved their professional capacity to identify and plan for gifted children. As well, there was evidence that as a result of this professional development, these educators had increased enthusiasm and confidence about responding to gifted children. The significance of this approach to professional development of educators is that it has the potential to increase satisfactory educational provision for our young gifted children.
3.3.1

Creativity Knows No Boundaries, Giftedness has No Boundaries

Dr Susan Nikakis

Creativity is extraordinarily difficult to define or categorise. I struggle to bring order to a presentation about giftedness and creativity that by their very nature cannot be truly caged or bound. A large gap remains between the understanding of creatively gifted students and how to accommodate their learning needs. Creative-thinking activities must be part of the everyday curriculum, and if this does not occur, then creative individual students may exhibit underachievement, the result being a collective diminishment in world achievement by virtue of these unfulfilled creators. Identifying gifted students is fraught with inconsistencies, and gifted students may excel in one domain but struggle in other areas of their cognitive, social or emotional development.

Giftedness and creativity were historically never talked about as related. Recently there has been a shift towards the increased acceptance of valuing creativity for all learners as they infer and connect concepts. Generally, creative people are thought to be rebellious and independent. Creative people are also thought to be very passionate about their work and are often, though not always, gifted in one or more areas. Giftedness is slightly more tangible, as long as we remember that it too cannot be neatly defined and is often bound by out-dated educational philosophies.

Therefore we need to ask again, who is creative? What does creativity look like? Where does it originate? What role do our classrooms play in the development or discouragement of creativity? How can you be gifted and creative?

3.3.2


Mariusz Sterna

Despite a significant body of knowledge regarding various aspects of gifted students’ experience of secondary schooling, little is known about the role that school libraries play throughout their educational journey. This research, which reports the preliminary findings from a doctoral study in progress, provides insights into how gifted secondary students differ in their approach to thinking about and using their school libraries to those students not identified as gifted. The research comprises a three phase, mixed-methods study conducted with incoming first year South Australian undergraduate students reflecting on their secondary school experiences, and consists of: 1) exploratory focus groups, 2) survey research (n=155) and 3) semi-structured interviews. The study comprises three participant groups: students officially identified as gifted (IG), students who based on a definition of giftedness provided, have self-identified or self-perceive themselves as gifted (PG) and students who have not been officially identified or do not self-perceive themselves as gifted (NIG).

The initial findings reveal several themes connected to students’ school library use, including: resourcing and facilities, the library being a safe haven, identity and belonging, motivation for achievement, library atmosphere and the impact of school library staff. The research reveals both similarities and differences in the findings between the NIG group and the two gifted participant groups (IG, PG). Secondary school libraries like public and university libraries represent a significant investment in terms of materials expenditure, staffing or capital assets but can also provide substantial returns on this investment. This research which provides insights into school library functioning may aid in further exploration of the role of school libraries for gifted students, potentially leading to future development of a transferable, cost-effective and practical model for supporting gifted education through school libraries.
3.3.3

**Designing, Implementing and Evaluating a Sustainable District-wide Engagement Program for Gifted Youth**

Bohdan Balla-Gow, Lynda Lovett

Details are provided of a collaborative longitudinal study of gifted students from a partially selective NSW Department of Education high school and its five feeder public primary schools who attended a program for gifted youth. The main goals of the program were to: engage and showcase student potential in the core subjects; facilitate networking of executive staff, teachers, parents and students across the schools within the district; encourage student engagement, mentoring, leadership and transition into high school; increase enrolments of gifted students into the local public high school; and ensure the sustainability of the program. Best practice in gifted education was incorporated into the development and implementation of the program with teachers and students, and included staff development, peer support and mentoring, and showcasing of student outcomes of the program. Both qualitative and quantitative evaluative techniques were utilised with all key stakeholders and across all facets of the program. Implications of the study for all key stakeholders are outlined with a focus on continued evaluation, modification and sustainability, along with duplication of the program in other school contexts.

3.3.4

**Why is Growth Mindset Important in Fostering Talent Development in our Gifted Students? Our Top Ten Tips for Developing a Growth Mindset.**

Caroline Merrick, Greg Cunningham

This symposium presentation explores the work of Carol Dweck’s Mindset Theory (2007) and the potential influence that having a ‘Growth’ or ‘Fixed’ mindset might have on gifted children’s abilities to develop gifts into talents.

For many of our gifted students, their infants’ and primary years are easy and praise is forthcoming despite little or no effort. Without developing grit and perseverance, these children may flounder once the ‘going gets tough’. These are issues that the presenters will answer as they share their ‘Top Ten Tips for fostering a growth mindset’ for children from K-12.

Relevance: Developing a growth mindset is essential in gifted children (Clickenbeard, 2012) and can be nurtured from our youngest learners through to adulthood.

Currency: Dweck’s research is current and appropriate: we already see the benefits of a growth-minded approach on the gifted students in our school. Empowering them with the tools and strategies (Esparza et al, 2014) to develop tenacity and grit helps them to set realistic and smart goals irrespective of age or stage.

Originality: With the analogy of the old ‘Pot Black’ TV show as inspiration to count down to the #1 Top Tip, we aim to ‘snooker’ the idea that a growth mindset is a choice and our students need to be empowered to approach all aspects of their life with a growth mindset.

Significance: Some have confused the 10 000 hour rule with Carol Dweck’s research, suggesting that all can become talented if they just train and practise for long enough. Rather, this symposium is firmly underpinned by Gagne’s model of developing gifts into talent.

Quality: Carol Dweck has contributed much research on growth mindset and this will be addressed in the first part of the symposium. We will also underpin the symposium with Gagne’s differentiated model of giftedness and talent.

3.3.5

**Academic Competitions for Gifted Students: The Making of the Quest**

Mirella Olivier

Academic competitions have long been a type of provision education professionals considered when catering for gifted children, as well as a method for their identification.
When the possibility of making available The Quest: Team Challenge for Gifted Students was discussed with focus on Mathematics, Sciences and Humanities learning areas, many questions were raised regarding its benefits, as well as its possible disadvantages. As a result, extensive research was undertaken into the existing literature, followed by the development of this article in response to those questions, in an attempt to provide us, the program organisers, with the necessary answers moving forward.

**Symposium**

**3.3.6**

Parents of Twice exceptional Children: A Panel Presentation for Teachers and Parents

*Dr Gabrielle Oslington, Jodie Brown, Kirsten Callow, Alison Robson, Rebecca McKeon*

Children whose giftedness is complicated or compromised by additional learning needs are children whose families and teachers typically struggle to provide for their social and academic wellbeing. This symposium draws on the experiences of four parents of twice exceptional children (gifted children with a learning disability, GLD) to demonstrate how they are negotiating school and home experiences through supporting the child’s disability while allowing expression of their giftedness. The members of this panel are parents of children from early childhood to late teens and have experience of public Primary and Secondary Schools, Catholic Schools, Independent Schools, Opportunity Classes and Selective Secondary Schools. While each experience is unique for each family, the panel collectively has gifted children who have been diagnosed with ADHD, Autism Spectrum Disorder, Generalised Anxiety Disorder, Central Auditory Processing Disorder, dyslexia, dyspraxia and school refusal.

Parents on this panel have dealt with a range of very formidable issues, including: whether to administer prescribed medicines to their child, how to obtain disability adjustments for external exams, how to manage family life with siblings without GLD complications and how to foster self-esteem in children who are often facing significant challenges. The panel members will each be invited to give a short presentation that will be followed by an extended question and answer session from the audience. The moderator is Dr Gabrielle Oslington, a gifted and talented teacher in an Independent Primary School, who supports families, teachers and students through managing the issues involved in the schooling of twice exceptional students. She is herself a parent of several gifted children with additional diagnoses.

**3.4.2**

Differences in Attitudes to School, Self-efficacy and Social Coping Strategies between Achieving and Underachieving Gifted Students in an Australian Ability Grouped Context.

*Ruth Phillips*

This paper presents findings of research investigating the relationship between identified achieving and underachieving gifted students scores on the School Attitude Assessment Survey-Revised (SAAS-R), the Self-Efficacy Scale for children, the Social Coping Questionnaire, in a self-contained gifted/ selective environment within an Australian setting. The study investigated whether gifted achievers and gifted underachievers differ in their attitudes toward school, attitudes toward teachers, goal-valuation, motivation/ self-regulation, general academic self-perceptions, Academic, Social and Emotional Self-efficacy and the social coping strategies denying giftedness and humour. The study examined the relationships between these factors in underachievers and achievers in order to understand the way these factors cluster as well as assessing the usefulness of the instruments. Additionally the role of gender, and school type was examined in the patterns in underachievers and achievers in the sample. The sample included 595 identified gifted students with 477 gifted achievers and 118 gifted underachievers in years 7, 8 & 9 from 8 high schools, with academically selective or self-contained gifted classes in NSW Australia.

The study found statistically significant mean differences between the gifted achievers’ and underachievers’ for goal-valuation, motivation/ self-
regulation, attitudes to teachers, academic self-perception, academic self-efficacy and denying giftedness and use of humour. Correlational analysis found that underachievers and achievers differed in the relationships between goal valuation and attitudes to teachers and school, Motivation/ self-regulation and denying giftedness and Social self-efficacy and attitudes to teachers. Using logistic regression analyses techniques and ROC curve analysis, the researcher concluded that the variables motivation/ self-regulation and social self-efficacy and gender and school type were predictor variables that could identify students at risk of underachievement. The results support and extend existing research regarding our understanding of the differences between achieving and underachieving gifted students, however some findings contradicted existing research and may be linked to the unique Australian context of ability grouping.

3.4.3

Measuring the Parent Voice: Strength in Numbers

Mariko Francis

In the development of gifted and talented children, parents play an integral role in providing supportive home, school, and community environments. Parents encourage and nurture their child’s social and emotional development, and cater to their child’s interests through learning resources and extra-curricular activities and experiences. If a school is not able to provide appropriate educational support for gifted and talented students, adversarial relationships can arise when parents attempt to advocate for their child’s learning needs (Olszewski-Kubilius, 2010). Literature has highlighted that parents are accused as ‘hothosing’ their children, and given negative labels such as elitist, pushy, helicopter parent or ‘tiger mother’ (Chua, 2011; Stambaugh & Ford, 2015). Stern (2015) argued that it is these parents who know their child’s talents and abilities, who monitor the curriculum in order to push for meaningful change at school. Despite the numerous available support groups for parents and families of gifted and talented children, it is not unusual for a parent to feel isolated or ignored in their quest for change.

This paper presents an instrument designed to quantitatively measure parent perceptions and attitudes towards outside-of-school time (OST) enrichment and extension programs. The instrument was designed to understand why parents send their children to enrichment and extension programs, and the role that such programs play in the education of gifted and talented children. The instrument measures how parents perceive their relationship with their child’s school and community, and how parents perceive their own responsibilities towards their child’s education. Measured data that can be understood by schools, communities as well as policy makers strengthens the parent voice and sheds light on the rarely acknowledged issue of the role that parents play in the education of gifted and talented children.

3.4.4

"You’re gifted! Why are you here?”

Counselling the Gifted and Talented.

Wendy Stewart

The April 2015 edition of the American Journal of Counselling & Development was devoted to the topic of counselling the gifted and talented; the last time an entire edition had been devoted to counselling the gifted and talented was 1986, a gap of almost thirty years! The fact that a major journal in counselling has had so little interest in counselling the gifted and talented is indicative of the importance allocated to such a significant topic. A literature review reveals a paucity of books on this subject in comparison to other aspects of giftedness; research at post-graduate level suffers from the same fate, particularly in Australia. It is clear that School Counsellors and...
School Psychiatrists in the U.S.A. have very little knowledge about giftedness and talent, which limits their ability to counsel gifted students effectively; there is little evidence to suggest that the situation is different in Australia.

In addition to the “normal” 21st Century issues experienced by most students such as family and peer relationships, suicide, depression, sexuality and eating disorders, gifted students face further challenges such as underachievement, perfectionism and excessive anxiety. The lived experience of gifted students is different, their intensities open the door to bullying, and multipotentiality makes career decisions more difficult. Gifted students from minority populations face further issues such as stereotype threat, and forced-choice dilemma. This paper will provide an overview of counselling issues that affect gifted students and suggest possible counselling frameworks; it is intended to assist teachers, counsellors and career guidance counsellors in their dealings with gifted students.

### 3.4.5

**Teachers Connecting Research and Practice to what really works in the Classroom for 2E Students**

*Erica Ryan, Stephanie Alchin*

Commencing in 2014 the Diocese of Broken Bay Schools, NSW is undertaking a three year research project targeting a disadvantaged primary school with dual exceptional (2E) students and is focused on teacher learning, researched best practices and how 2E students learn best. A case study methodology is applied to 12 students during the 3-year period.

This project is charting new territory since there is little long-term research on how teachers make researched best-practice relevant to classroom routine-practice with 2E students. Australian/New Zealand research such as that by Munro (2002, 2005, 2010, 2012), and Murdoch (2014) has informed the project. In particular, Timperley (2011) challenged the teachers’ theories of learning and informed teachers’ change.

Best practices that framed the project are: engagement, scaffolding, metacognition (self-talk), feedback, use of data to inform learning and progress, and development of student emotional wellbeing.

This project has three key phases:

- **Phase 1**: refined identification for 2E, ongoing professional learning, researched best practice and consistent use of the Australian writing continuum to collect and interpret developmental data. Learning teacher teams are established.
- **Phase 2**: teacher collaboration led by school based co-ordinator/mentor is critical to targeting, embedding and refining practice. Term meetings collect evidence of learning gain, establish new goals and discuss/challenge student progress. Examination of teachers’ own practice is crucial to change.
- **Phase 3**: refinement of the project elements continues with generalisation of practice within and across schools.

To date the practices prove to be practical, clearly understood and readily accessible to the classroom. Measuring progress using student writing shows evidence of learning gain. Teacher evidence indicates a shift from a deficit model to one that shows teachers explaining the difference they make to 2E students. Gains in writing and behavioural changes for some students are compelling.

### 3.5.1

**Teachers who Transform Secondary Students’ Gifted Potential into Talents: One School’s Experience that is Making a Difference in the Lives of Academically Able Students.**

*Dr Leonie Kronborg*

What do teachers need to know and do to enrich and extend the educational experience of academically able students? In 2010 a new selective high school was created, located in a relatively academically disadvantaged area, south east of Melbourne. The first cohort was of Year 9 academically able students, with a new principal, assistant principal, and thirteen...
committed teachers, who were to form a unique partnership with Monash University. One aim of this university-school partnership was for academics to collaborate and assist teachers appointed to this school each year to understand the educational and social-emotional needs of the culturally diverse, academically able Year 9-12 students, and to provide assistance for teachers in meeting their needs. From 2010-2014 a Year 9 co-educational academically able cohort of approximately 200 students joined this school. Selection was based on results from verbal and mathematical aptitude and achievement testing.

At the same time, a longitudinal case study, utilising quantitative and qualitative methods, involved collecting data on teacher demographics, attitudes, opinions, knowledge, understandings, pedagogy and curriculum in relation to effective teaching and educational programs for highly able and high achieving students (Kronborg & Plunkett, 2012, 2013). In this educational context a number of key questions were investigated: What are the main characteristics and competencies required of effective teachers for teaching highly able students? What instructional strategies do these teachers perceive they use more frequently with highly able students? Do these chosen instructional strategies vary across cohorts of teachers? What instructional strategies are observed in these classes that provide for highly able students and do they vary across subjects taught? How does the subject area taught influence the pedagogy employed with students? Across learning domains how do teachers describe an exemplary lesson for highly able students? In 2015 this school was ranked by ACARA as the third highest achieving government secondary school in Victoria. It is clear that these teachers are being effective! Evidence from this study will be presented and discussed.

3.5.2

Barriers for Gifted Students with Co-morbid Learning Disabilities and/or Mental Health Conditions

Kristen Graziani, Rhonda Filmer

Summary of Abstract: The variants of twice exceptionality in students, the ensuing difficulties they face in educational settings, and the subsequent impact on their social-emotional well-being.

Relevance: The presentation is relevant to giftedness and/or gifted education as it addresses a growing population of poorly understood gifted students. There are a large range of conditions that can exist alongside giftedness, which are often overlooked entirely, or dominate the focus of educators. Individual variants and degrees of severity of these comorbidities compound the problem. The issues that ensue from this include significantly reduced academic performance, reduced self-esteem and self-efficacy, reduced motivation, and potentially mental health conditions such as depression and anxiety.

Currency: The presentation reflects the latest developments in research, professional practices, innovative programs, and theoretical and conceptual advances relating to giftedness and gifted education in the area of twice exceptionality. The presentation reflects current data, statistics and trends relating to the variety of comorbidities, and the tendency towards the development of mental health issues for this population.

Originality: The presentation develops existing knowledge on this topic and addresses a current gap in understanding of an increasing population of gifted students, and the impact this misunderstanding can have on students.

Significance: The presentation provides a significant contribution to the field of gifted education, as the gifted population discussed is generally underserved. It gives educators the tools for potentially recognising these students, as well as a starting point for how their needs could be addressed.
Quality: The presentation is well researched and rigorously analysed, using current national and international information and statistics on twice exceptionality and mental health.

3.5.3

Beyond Technological Boundaries for Invisible Gifted Students

Professor Peter Merrotsy

Digital gifted students? “Digital natives”? In an increasingly digital age, a particular group of gifted students are not “digital”. Gifted students from backgrounds of so-called disadvantage are particularly likely to have less access, if any, to technology. A background of disadvantage can mean many things: it may refer to low socio-economic status, cultural minority status, refugee or immigrant status, rural and isolated communities, or to the juvenile justice system. It may also refer to living with impairment or learning difficulty. And, quite often, it is not known that these gifted students have high ability. Such students tend to be well hidden in schools, and are called “invisible gifted students”. In my presentation, I will discuss the nature of disadvantage, present a way of identifying high potential in invisible gifted students, and suggest a framework for addressing the technological gap. I will use examples from several research projects over the past five years to illustrate each of these concepts.
**Agostino, Janet**

*Our Lady of Good Counsel School, Forestville*

Janet Agostino is an educator with over three decades of teaching experience across a range of settings, including special schools and mainstream primary and high schools. She is also a musician who is involved in teaching and performance of classical guitar and, as Adjunct Lecturer in Guitar at UNSW, she directs the Guitar Ensemble at UNSW. Ms Agostino holds a Bachelor of Education (Macquarie University), Graduate Diploma in Primary/Infants teaching (UNE), Graduate Diploma in Special Education (UTS), and a Master of Gifted Education from UNSW as well as a Fellowship in Classical Guitar performance.

Mrs Agostino is passionate about seeing students achieve through systematic and structured teaching. She focuses on motivating students to understand how to learn efficiently and to set and achieve their goals. At Our Lady of Counsel school, Forestville, she leads the ‘Diverse Learners’ team, working with students with learning support needs as well as gifted students, and collaborating with teachers on curriculum differentiation, programming and resources. The school is currently involved in the A.I.S. ‘Elevate’ project and is considered a leader in teaching through Inquiry-based learning.

**Alchin, Stephanie**

*St Brendan’s Catholic Primary School, Lake Munmorah*

Stephanie is a primary trained teacher who has worked in the Diocese of Broken Bay for five years. Currently she is teaching a cross stage, 4/5 cluster group of students. Her classroom role is to provide extension across three KLAS for gifted, higher ability and 2E students. She also holds a leadership role at her school. She is a 2 point coordinator responsible for K-6 teaching and learning and is the Higher Ability coordinator. In this role she provides support and professional development to all staff across K-6, specifically around meeting the learning needs of gifted and 2E students. She also runs weekly professional development for Stage Two and Three teachers in the area of Mathematics and student engagement.

Stephanie leads the current 2E project at St Brendan’s Catholic Primary School. In this role she facilitates and mentors a team of teachers in developing specific teaching and learning strategies, which support the individual learning needs of the 2E students in the project. She completed a Capstone Project through the Australian Catholic University that initiated the 2E project in 2014. Stephanie has also been awarded a Masters degree. Stephanie has previously presented at Gifted and Talented professional learning sessions across Broken Bay Diocese. Her interests are in curriculum differentiation, gifted education and the Twice Exceptional child.
Alexander, Adrienne
Principal, Extension Education Programs for Gifted Children

Adrienne (B.A, P.G.Dip, Dip Tchg, B.Ed) is a fully trained primary teacher, with 19 years’ teaching experience, teaching in both primary and secondary schools in New Zealand and Australia. While in New Zealand, Adrienne began working closely with the Otago Association for Gifted Children, running holiday camps including the Prometheus Computer Camps and the Kingswood Medieval Camp.

She is currently working on completing her Master’s in Gifted Education while also working as a private teacher for exceptionally and profoundly gifted children. Adrienne also works as a voluntary education officer for the Abbey Museum of Art and Archaeology teaching archaeology to school students.

Armstrong Willcocks, Madelaine
New Zealand Centre for Gifted Education

Madelaine works for the New Zealand Centre for Gifted Education as the Regional Lead Teacher for Auckland MindPlus units and for Gifted Online. MindPlus is a one day a week specialist programme for gifted students, and Gifted Online is the online equivalent. Prior to working with the New Zealand Centre for Gifted Education, Madelaine has taught in a range of settings in both NZ and the UK from early childhood to tertiary, with a focus on primary education and a special interest in children who sit outside the norm. She is currently working towards a Master of Specialist Teaching in Gifted Education through Massey University (New Zealand). She is passionate about gifted education and loves to fuel intellectual excitement in her students. Her special interests within gifted education include socio-emotional and motivational development of gifted students and how this can be best facilitated in specialist educational environments, application of Dabrowski’s work to gifted education contexts, and gifted education pedagogy in general.

Anstey, Jacob
Smith’s Hill High School

Jake is a Graduate of the University of Wollongong who has a longstanding interest in literary criticism and progressive pedagogy. He has been working with Gifted and Talented students in Smith’s Hill High School’s English faculty for the past four years where he has built a reputation as a highly professional and innovative young teacher who has taken responsibilities for mentoring recent graduates. In 2015 Jake was the first teacher at Smith’s Hill High School to transition his senior courses to a flipped classroom model which aims to extend gifted students’ engagement with HSC content beyond the conventional class setting. He has taught junior and senior English, Philosophy, and Society and Culture. Since 2015, Jake has also convened a student philosophy club that discusses ethics, epistemology and current social issues. Jake thinks that Quidditch is a real sport and spends more time on the internet than most people under the age of 17.

Bailey, Julia
QAGTC North Branch

Julia Bailey (MEd, BTeach, Dip HRM) is currently Acting Deputy Principal at Bardon State School, Brisbane. As the Qld Association of Gifted & Talented Children (QAGTC) North Branch President, she has dedicated her time to supporting parents of gifted children using both professional and personal expertise. Understanding firsthand the frustration many parents feel as they navigate education (and life in general) for their gifted children, Julia brings an authentic and passionate approach to this dilemma by encouraging parents to become as educated as possible on the needs of their children. Most recently, as Regional Gifted Education Project Officer, Julia’s role was to support Qld Metropolitan Region schools in provisioning for gifted learners,
using Departmental guidelines and expectations towards a whole school approach - eliminating the term ‘programs’ where possible. Her role extended to the design and delivery of professional development to school and curriculum leaders to assist them in understanding how to embed gifted education in their setting - identification, monitoring, tracking, professional development for teachers, curriculum provisioning and parent engagement.

As a strong advocate for early identification, Julia continues to push the boundaries of conventional school processes by seeking to identify gifted learners before they become disengaged with their learning and coaching practitioners in what to specifically look for in their learners that may otherwise be hidden or masked. With a particular interest in literacy, Julia enjoys the challenge of shifting the mindset of identification to enable fair, equitable and respectful provisioning. Julia is currently enrolled at the UOW in a Graduate Certificate in Education Studies specialising in educational psychology and giftedness. Having already completed her Masters, Julia aspires to complete her PhD under the guidance of Dr John Munro, her professional super hero!

**Ballam, Dr Nadine**

*University of Waikato*

Dr Nadine Ballam is a registered primary school teacher and a lecturer in the Faculty of Education at the University of Waikato in New Zealand. She teaches undergraduate and postgraduate students in the areas of giftedness and talent, inclusive education, and human development, and supervises postgraduate research. Her recently completed PhD investigated the lived experiences of gifted young people from low socioeconomic backgrounds, which is an area that she is committed to continuing to explore. Other research interests include gifted and talented education, risk and resilience, educational transitions, and human development across the lifespan. Nadine is on the editorial board of APEX: The New Zealand Journal of Gifted Education, and is a member of giftEDnz: The Professional Association for Gifted Education in New Zealand. She publishes and presents regularly on aspects of giftedness and talent, both nationally and internationally. Nadine has a passion for travel and has spent several years living, working and exploring overseas.
Bannister-Tyrell, Dr Michele
University of New England

After a teaching career spanning more than three decades in primary and secondary education, Michelle Bannister-Tyrrell now coordinates and lectures in gifted education in postgraduate and undergraduate studies, and supervises Masters and Doctoral students researching issues in gifted education at the University of New England. Her current research includes rural and remote gifted issues, twice exceptionality from preschool to secondary students, gifted Indigenous issues, online delivery systems for gifted students and metacognition and critical thinking associated with her work as a visiting scholar at the University of Cambridge. In 2015 Michelle was awarded the AAEGT John Geake Outstanding Thesis Award, and in 2014 the Beth Southwell Research Award for an outstanding thesis from the NSW Institute for Educational Research. Michelle continues to advocate and work with schools across a number of regions, in-servicing teachers in gifted pedagogy and assisting the development of rigorous and effective programs for gifted and talented students.

Invited Speaker
Barnes, Carol

Invited Speaker

Carol holds part-time honorary appointments as a Visiting Fellow (gifted education) at the UNSW School of Education, and as an invited sessional lecturer at Griffith University in Queensland. She is national coordinator and Sydney meeting convenor for GLD Australia, a not-for-profit online learning community/support group focussing on gifted children with learning disability (GLD). A resident of Queensland, Carol is also vice-president and parent support group convenor of the Queensland gifted association’s Gold Coast Branch.

Since 2009, Carol has made over 100 presentations on gifted and GLD, almost half at gifted, disability, medical, and legal conferences on five continents. She has also provided GLD training for a wide variety of gifted, disabilities, autism and legal associations, and has held PD sessions for teachers at numerous primary and secondary schools in NSW and Queensland.

Before beginning her volunteer work as a parent advocate in GLD, Carol completed a Grad LLB/ JD at UNSW and worked as a finance lawyer with a large international firm in Sydney. Prior to moving to Australia in 1981, she completed an MA in Linguistics and administered education research funding programs in the Canadian Secretary of State Department, and international teacher and student exchange programs in England. She also lectured for a decade in English, Applied Linguistics and TESOL at the University of Ottawa. Most importantly in this context, Carol is the mother of two gifted university students, each with multiple disabilities.

Bennett, Jodie
St Luke’s Grammar School

Jodie is an experienced educator with a special interest in quality curriculum, pedagogy and approaches to student diversity. This includes a focus on ensuring rigor and challenge for all students. She has worked as a classroom teacher across Stages 1 to 3, as the Gifted and Talented specialist teacher and is currently the Assistant Head of Junior School at St Luke’s Grammar. She completed her Master of Education (Gifted Education) at UNSW in 2014.

Jodie first moved into a leadership role when she assumed responsibility for planning and implementing the NSW Syllabus documents for the Australian Curriculum. She intended to use the process of curriculum review as an opportunity to develop shared beliefs and expectations that would enhance learning for all students, particularly for gifted students. She has since led staff in the design and implementation of curriculum development projects that draw on these shared assumptions and expectations. She continues to find avenues to ensure her leadership role has a positive impact on gifted learners.
Bice, Kylie

Growing Up Greatness

Kylie Bice is an experienced Education Consultant & Coach with Growing Up Greatness specialising in gifted education, differentiation, thinking skills, and educating diverse student groups. Kylie works with schools to build capacity among school leaders and teachers with an aim to change pedagogy and practice over time. Kylie has a differentiated approach to teaching and working with schools and believes that embedding best practice is possible with a systematic and strategic approach to supporting leaders and staff at their point of need. Kylie was previously the Senior Inclusive and Gifted Education Consultant at the Association of Independent Schools of WA, and has many years of experience working with students with disability, learning difficulties, challenging behaviours and who are gifted and talented across all school sectors in Western Australia. She began her career as a secondary teacher and has completed her Masters of Education with a focus on characteristics and identification of gifted underachievers and twice exceptional students. Kylie is an engaging presenter who has delivered professional learning to a range of audiences, schools, national and international gifted education conferences.

Blackburn, Aranzazu

Aranza Blackburn is an educator with over 20 years’ experience working across the public, private, and international school sectors in Australia. She currently works Queensland’s Gold Coast in a large Pre-Prep to Year 12 International Baccalaureate school, responsible for the EALD and Learning Support departments in the Junior School. Holding Masters degrees in Educational Leadership and Applied Linguistics, she has recently completed her PhD dissertation through the University of New England, NSW, on gifted English language learners in Australian secondary schools. Her other research interests align with her professional work on meeting the needs of gifted children with Autism in primary school settings.

Bowen, Jenny

James Ruse Agricultural High School

Jenny is the Head Teacher Gifted and Talented at James Ruse Agricultural High School. Jenny has led the development of the Year 8 project in her role as Head teacher. Additionally, Jenny is the Teacher Librarian at James Ruse and has completed her Masters as part of this role. Jenny has experience in both selective and comprehensive schools. James Ruse is an academically selective high school located in Carlingford NSW. The school has an enviable record of success in the HSC, but an equally important focus is on ensuring that students leave James Ruse as well rounded, happy and confident individuals. This approach to education is supported by students, families and staff. Camaraderie between students who can be excelling in a wide range of areas is a unique and valued aspect of daily life at James Ruse Agricultural High..

Buddee, Phillip

St Andrews Lutheran College

Phil Buddee currently works as a Year 5 teacher at St Andrews Lutheran College. Over the past twelve years at the College Phil has developed and refined his approach to teaching, using the International Baccalaureate’s Primary Years Program (PYP) as its framework. PYP at St Andrews places a strong emphasis on developing both the fundamentals of numeracy and literacy, as well as critical inquiry skills. Phil has found creative and innovative ways to build these qualities in all students, of all abilities. He has training in Positive Psychology which is strongly reflected in his classroom practice, in which students are both challenged to build grit and resilience and also supported and encouraged through social skill development activities. Phil actively encourages a Growth Mindset within his classroom. Throughout 2014 and 2015, Phil engaged in an action research project with students in his classes to refine ways of explicitly teaching attributes of Growth Mindset.
Burton, Dr Kate

Alchemy Therapy

Dr Kate Burton is an educational psychotherapist and counsellor specialising in the social and emotional adjustment of gifted children and adults. Kate takes a comprehensive and holistic approach when assessing gifted children, interpreting test scores, and offering advice regarding academic accommodation. She offers therapeutic support through her practice, Alchemy Therapy, based at West Perth Medical Centre in Western Australia.

Kate has published in the areas of trauma, addiction, scriptotherapy, and the identity development of gifted and creative individuals. She has also delivered presentations at various national and international conferences. Kate’s current research focuses on intellectually and creatively gifted females in relation to chemical and behavioural addiction, and incorporates the work of Kazimierz Dabrowski.

Prior to entering private practice Kate worked for Manchester Metropolitan and the Open University. She is also the founder of the parent support group Mermaids and Mermen for gifted and has volunteered in numerous education-based roles for many years.

Cao, Hong

School of Education- UNSW

Hong, Cao is a PhD candidate in the School of Education, University of New South Wales under the supervision of Dr. Jae Yup Jung and Dr. Susen Smith. Prior to starting her PhD, she worked at Vietnam National University, Hanoi as both a teacher and a teacher trainer in the field of Teaching English as a Foreign Language (TEFL). She has participated in various national and regional projects on material development and teacher training. Hong obtained her Master degree in TESOL from Vietnam National University, Hanoi in 2010. She commenced her PhD in 2014 in the field of gifted education. Her PhD thesis looks at Career Choice Intentions of Gifted EFL (English as a Foreign Language) students in Vietnamese context. It is designed as a mixed method study with three sequential phases. Hong is in her third year of her candidature and is scheduled to submit her thesis at the end of 2017.

Carr, Professor Bob

Former Foreign Minister Bob Carr is also the longest continuously serving Premier in New South Wales history. He served as Minister for Planning and Environment 1984 to 1988 and as Leader of the Opposition from 1988 until his election as Premier in March 1995. He was re-elected in 1999 and 2003, securing an historic third four year term. He retired from politics in 2005.

During his ten years in office the State Government set new records for spending on infrastructure, became the first government in the State’s history to retire debt, hosted the “world’s best Olympics” in 2000, and achieved the nation’s best school literacy levels. Forbes magazine called Bob Carr a “dragon slayer” for his landmark tort law reforms. As premier he received the World Conservation Union International Parks Merit Award for creating 350 new national parks. He introduced the world’s first carbon trading scheme and curbed the clearing of native vegetation, both anti-greenhouse measures. He was a member of the International Task Force on Climate Change convened by Tony Blair, and was made a life member of the Wilderness Society in 2003. Bob Carr has received the Fullbright Distinguished Fellow Award Scholarship. He served as Honorary Scholar of the Australian American Leadership Dialogue. He is the author of Thoughtlines (2002) and Diary of a Foreign Minister (2014).

In March 2012 he was designated by Prime Minister Julia Gillard as Australia’s Foreign Minister, elected to the Australian Senate to fill a casual Senate vacancy, and sworn in to the Senate and Cabinet on March 13, 2012. As Foreign Minister, Bob Carr fostered stronger relations between Australian
and South East Asia, lifted sanctions on Myanmar, campaigned for the passage of global Arms Trade Treaty and laid the final stages of Australia’s successful bid for Australia’s seat on the UNSW Security Council as a non-permanent member. His plan for a Syrian medical pact was backed at the G20. He assisted Prime Minister Gillard in achieving a strategic partnership with China.

Following his resignation from the Senate on October 24, 2013 the University of Technology, Sydney appointed him to lead the Australia-China Relations Institute- a think tank dedicated to Australia-China relations.

Bob Carr serves on the Board of the Dymocks Children’s Charity; is a Director of The Lysicrates Foundation and as a Committee Member of the UNSW Matraville Education Program Advisory Council.

Invited Speaker
Chandra Handa, Dr Manoj
Oceans of Excellence

A passionate advocate of divergent thinking, Dr. Manoj Chandra Handa currently serves as Relieving Principal Education Officer in the NSW Department of Education. Manoj has formerly served as Chief Education Officer, School Development Officer, and Professional Learning and Leadership Coordinator in the NSW Department of Education. Prior to this, he worked as Head Teacher, Gifted and Talented Education, at James Ruse Agricultural High School in Sydney. He has published papers and presented internationally on differentiated learning, leadership, innovation, and the education of the gifted. He is an academic partner of a three-year 21st century competencies project at the International School of Geneva’s La Grande Boissière Campus, Switzerland where he is leading workshops on design thinking, entrepreneurship and innovation education. In 2012, Manoj was recognised as one of the “Top 100 Most Influential People” in Sydney by “the (Sydney) magazine” published by The Sydney Morning Herald. He completed his PhD thesis, “Leading Differentiated Learning for the Gifted”, at Macquarie University in August 2016. He was recognised for “Excellence in Higher Degree Research” by the Faculty of Human Sciences, Macquarie University. He was recently selected for the “Smart Teachers’ Research Award 2016” by The Teachers’ Guild of New South Wales for his doctoral research.

Chessman, Dr Angela
Art of Teaching

Angela Chessman has broad curriculum experience spanning Kindergarten to Year 12 and in tertiary education. She has taught in public and private schools in Victoria and New South Wales and currently provides leadership courses in gifted education at the University of New South Wales. Angela’s research interests include identification of gifted students K-12 and quality teaching, and she has presented on these topics at several international and Australian conferences.

Clark, Dr Trevor
UNSW

Trevor Clark is a special educator with a comprehensive experience and knowledge of educational programs and service provision for students with autism as a result of 30 years in the field in New Zealand, England and Australia. He completed his PhD in autism at the UNSW which involved a curriculum designed to make functional use of savant and splinter skills in children with autism. He is currently responsible for the Aspect schools program (8 schools, 117 satellite classes with student enrolment of 1045 students with autism) and is also the senior consultant to the Aspect Research Program. He presents nationally and internationally on education and research in autism. Trevor is the co-author of A Practical Guide for Teachers of Students with an Autism Spectrum

**Cunningham, Dr Greg**

**Barker College**

BA (Hons) Dip Ed (Port Elizabeth) MEd (Rhodes) MA PhD (Sydney) FTCL (Trinity College London) MACE MACEL

Greg Cunningham has taught for over 31 years in Australia and South Africa. His Master’s degree was on strategies in acceleration and enrichment in responding to the needs of gifted students in mainstream classes. He was awarded the best educational research prize in 1990 by the South African Human Sciences’ Research Council for his work in this field.

Greg worked with Professor Joyce van Tassel-Baska as a post-doctoral scholar at the College of William and Mary, Virginia, in 2001 where he collaborated on a number of enrichment research projects. Greg was also a visiting scholar at the Perse School, Cambridge, England, in 2012. Greg’s doctoral research was in the field of visual literacy. He is currently the Director of Teaching and Learning at Barker College. He has presented at education conferences in the United States and Australia and he serves on the Professional Learning Committee at the Board of Studies, Teaching and Educational Standards NSW.

**Dallimore, Jonathon**

**Smith’s Hill High School**

Jonathon is a graduate of Wollongong University in NSW and has moved into his tenth year of Gifted and Talented education at Smith’s Hill High School in Wollongong. He has taught junior and senior History, English, Studies of Religion and Philosophy. Since 2010 he has worked closely with the Big History Institute at Macquarie University as part of their Master Teachers program. Jonathon has also produced a number of published essays for the journal ‘Teaching History’ and has delivered a range of public lectures on the Soviet Union, critical thinking skills, Big History and the Great War. In addition, Jonathon is currently writing an MA thesis on Australian school teachers in the Second World War through the Australian Centre for the Study of Armed Conflict and Society (UNSW) in Canberra. As of 2016 Jonathon is also an Executive member of the History Teachers Association of New South Wales and is looking forward to a sabbatical in 2017 to spend more time on his research into the Second World War.

**Dudeney, Helen**

**Australian Gifted Support Centre**

Helen is a private consultant who has been actively involved in working with gifted children, their parents and teachers since 1990. During this time she has designed and run enrichment and social skills workshops and residential camps for 3 – 16 year old gifted children and their families. She has designed and conducted seminars, workshops and in-service training for parents and teachers about understanding and meeting the needs of gifted children and young people. Her consultancy specialises not only in gifted children, but also twice exceptional students including those who have ADHD or ASD. She has a Diploma in Counselling, has completed the Certificate of Gifted Education at University of NSW, and a Master of Adult Education at UTS. Helen was lecturer in Gifted Education at Murdoch University in Perth since 2007 to 2014 and prior to that at Australian Catholic University – Strathfield. She has also been delivering teacher professional learning sessions in preschools, primary and high schools thought out Australia for the past 25 years. Since 2015 Helen has been an Accredited TQI provider with TQI in the ACT. Helen is a regular presenter and attendee at State, National and International Gifted Conferences. For 18 years she was a member of the NSW Association for Gifted and Talented Children Committee and held the position of President for 8 years and Events Co-ordinator for 12 years.
Eddles-Hirsch, Dr Katrina

University of Notre Dame

Dr Katrina Eddles-Hirsch is a senior lecturer in the School of Education at the University of Notre Dame Australia, Sydney Campus. Dr Eddles-Hirsch has taught at university, middle school and primary school levels. She has undertaken various roles in education such as lecturer, headmistress, gifted and talented coordinator, visual arts and primary school teacher. She has taught in Australia, Canada and South Africa.

Dr Eddles-Hirsch received her Master of Education from the University of New South Wales. Her research used a phenomenological theoretical framework to discover the benefits and disadvantages of the specialised educational setting. Dr Eddles-Hirsch received her PhD from the University of Wollongong and received the 2010 Beth Southwell Research Award for outstanding doctoral research. Her PhD explored the type of social contexts schools need to create in order to ensure optimal education of their gifted and talented population. Dr Eddles-Hirsch's current research focus is the social and emotional development of gifted students incorporating topics such as social context, challenging instruction and gender.

Erwin, Adrienne

Inaburra School

Adrienne is currently enrolled in the Masters of Education program at UNSW specialising in gifted education. She is an ICT Integrator and Head of Computing Studies at Inaburra School. Her work involves both teaching students from primary to secondary about coding, software design and hardware computing, as well as helping teachers solve some of their problems with educational technology. She is passionate about twice exceptional students and gifted girls with a STEM or coding interest. Adrienne is an experienced teacher with a Masters in Educational/Instructional Technology from Wollongong University. She has trained as both a primary and a secondary teacher. Prior to starting teaching at Inaburra School 15 years ago, she worked in the technology sector training corporations and businesses internationally on programs, and set up user groups and networks for collaboration purposes. She facilitates student's experiences with emerging technology in computing and empowers them to achieve a range of successful projects, both in design and implementation.

Filmer, Rhonda

Twice Exceptional Educational Consultancy

Rhonda's professional interests in gifted students developed during her early teaching career as a public primary school teacher. Post-graduate studies in COGE and at Masters level ensued as did her specialist role as Gifted and Talented Coordinator at a large independent K-12 school. From there her concerns for the ‘twice exceptional’(2e) learner prompted the establishment of Twice Exceptional Educational Consultancy in 2002 to more effectively address individual differences in the learning needs of gifted students with learning disabilities and/or mental health problems at the individual, family, class and school levels. Rhonda has addressed many conferences and seminars for both teachers and parents, published for the NSWAGTC The Gifted Challenge: Challenging the Gifted (2009), AAEGT in Dual Exceptionality (2011), for SPELD NSW and regularly for the Australian Council for Educational Leaders. She has consultancy roles to gifted co-ordinators in schools. Rhonda undertakes specific coursework and membership of professional networks to ensure that her clinical practice uses research evidenced methods. In 13 years she has accumulated vast experience of working with school learning support teams regarding ‘best practice’ for gifted and 2e students, advocating for individual gifted students, providing programs for school or home use and assisting staff and families to locate and manage resources to support gifted students. Rhonda is an advocate for the early identification of children who are gifted and/or have a learning disability, for more effective teaching of reading and for reform of
university coursework in the pre-service education of teachers. She is Vice President of SPELD NSW to extend the voice of the twice exceptional child to the field of Learning Disabilities and its advocacy networks.

Founds-Cook, Angela

The Southport School

Angela Foulds-Cook has worked with students, teachers and parents in Singapore, Hong Kong, China, Japan, New Zealand and Australia for two decades. She has developed and implemented gifted programs. Angela has presented at international and state conferences on giftedness and on examining the interface of neuroscience and education particularly how new discoveries about the human brain can advance educational outcomes and heighten creativity.

As an Associate Dean of Learning and Teaching and Head of Gifted Education at The Southport School in Queensland, she facilitates the gifted programs for years 7-12 gifted and twice-exceptional students. Her role involves embedding brain-based learning techniques and thinking skills into the curriculum and the establishment of a Reception to year 12 gifted student pathway. She mentors teachers of the gifted cluster and accelerated classes and was recognised for her leadership and service in this area as a finalist in the Queensland College of Teachers Excellence in Leadership and Teaching awards.

Francis, Mariko

Monash University

Mariko Francis is a PhD student in Education at Monash University working under the supervision of Associate Professor Shane Phillipson. She received her BA (Asian Studies) from the Australian National University and has recently completed a Master’s degree in Education at Monash University, specializing in gifted education. Francis’ Master’s thesis focused on the development and validation of a survey instrument to measure the views of parents towards outside-of-school time enrichment and extension programs. Broadly conceived, Francis’ doctoral research aims to understand the keys to positive and successful parent-school collaboration and the impact that parent-school relationships have on a child’s educational experiences.

Prior to enrolling at Monash, Francis worked across varying fields in corporate and private marketing and advertising companies in Hong Kong, Singapore and Tokyo, specializing in business development, client liaison and project management. She is an active committee member of the Victorian Association for Gifted and Talented Children and has most recently worked as an assistant researcher to Associate Professor Sivanes Phillipson under the Systems Approach to Families unit at Monash University.

Frost, Mardi

St Andrews Lutheran College

Mardi Frost currently works as a College Counsellor in Junior School at St Andrews Lutheran College on the Gold Coast. St Andrews Lutheran College is a P-12 Co-educational Facility which strongly values the empowerment of students as lifelong and life-wide learners who strive to achieve their academic personal best through the provision of a challenging, connected and engaging curriculum, underpinned by visible teaching and learning. Over the past three years Mardi has put a strong focus on Positive Psychology in both one-to-one counselling as well as class workshops in social emotional awareness. Participation in a Teachers As Researchers project through ISQ with two colleagues has helped to further develop strategies for teaching Growth Mindset within the framework of Positive Psychology to students at the college.

Mardi is currently completing a Bachelor of Arts (Honours) through Griffith University to further enhance her research skills.
Grant, Dr Anne
Deakin University

Anne has taught in the early childhood field for many years, working with children who have a range of abilities from those identified as gifted through to children with severe developmental delay. Her research has been on the topics of how parents identify their own child as gifted and how giftedness influences children in making a successful transition from one learning environment to the next. She is the co-author of the DEECD Resource “Making a Difference for Young Gifted and Talented Children” and provided the foundation content for the Raising Children Network online material on ‘Raising Gifted Children’. Anne was invited to participate in the Expert Reference Group on the education of gifted and talented children convened by Victorian DEECD. She has taught Gifted Education subjects at a Masters level for more than 5 years in the University of Melbourne and is currently involved in pre-service teacher education at Deakin University as well as writing on the educational needs of young gifted children.

Graziani, Kristen
Independent Researcher and Educator

Kristen has over 20 years’ experience in the education sector. She holds a Master of Education with a Special Education major, in addition to teaching qualifications in early childhood education. She has extensive and varied experience across numerous educational settings, from teaching and directing roles in early childhood services, to adult training and education. Kristen currently teaches at TAFE, preparing upcoming educators to work in both early childhood settings and school environments. Kristen has spoken at numerous conferences and seminars for both teachers and parents throughout her career, most recently with a focus on dual exceptionalities. Kristen is a member of several professional organisations and networks, enabling her to keep abreast of educational trends and issues, particularly those that impact students with dual exceptionalities. Kristen is an extremely passionate educator with a particular interest in the areas of learning disabilities, Asperger’s, anxiety, gifted children, and children with co-morbidities. She is driven to increase awareness of these conditions amongst educators, parents, and the broader community, in the hope that these students receive the much needed understanding and support to ultimately achieve successful outcomes.

Gindy, Melinda
GFSG Inc./AAEGT

Melinda Gindy is a music teacher (B.Arts, Grad. dip.ed, Grad.cert.gifted.ed, M.M.T.A) with past experience teaching across both primary and secondary classroom settings. She has directed and taught in a private music school from 2001 and is the piano and flute teacher at an independent school in Sydney, Australia. Melinda is the co-founder and President of Gifted Families Support Group Inc. (GFSG Inc.). She represents NSW on the Australian Association for the Education of the Gifted and Talented (AAEGT), as well as serving as the national associations’ Vice-President. Melinda’s recent experience involved the instigation and development of Australia’s first National Gifted Awareness Week, an annual event to be promoted and held in March each year. Her post graduate studies led to the development of an online resource for private music teachers, which focuses on the needs of twice-exceptional children www.2emusicstudio.com. Melinda serves on the 2016 AAEGT National Gifted Conference Organising Committee and the Local Organising Committee for the 2017 22nd WCGTC Biennial World Conference. Melinda has 3 children, all who have been identified as highly to exceptionally gifted, two of which also have learning disabilities.
Gross, Emeritus Professor Miraca

UNSW

Professor Miraca U. M. Gross is Emeritus Professor of Gifted Education in UNSW’s School of Education as well as Director of GERRIC. She is recognised nationally and internationally as a leading authority on the education of gifted and talented students. Miraca holds MEd and PhD degrees in gifted education. She began her career as a teacher and has 22 years’ experience as a classroom teacher and school administrator in State education systems in Scotland and Australia. For 12 years, she was a specialist teacher of gifted and talented children in several different classroom settings, including the regular classroom, cluster grouped classes, pull-out programs, and full-time classes.

In December 1995, Professor Gross received the University of New South Wales Vice-Chancellor’s Award for Excellence in Teaching. In 1997 the Australian Federal Government honoured her with the inaugural Australian Award for University Teaching in Education. In 2003 the Australian College of Educators honoured her with the Sir Harold Wyndham Medal for outstanding services to Australian education. In June 2008, she was recognised in the Queen’s Birthday Honours List with Membership in the Order of Australia. In 2011, she was honoured with the title of Emeritus Professor of Gifted Education by the University of New South Wales.

Hay, Dr Peta

UNSW

Dr Peta K. Hay Peta is a lecturer at The University of New South Wales, teaching postgraduate gifted education courses. She has been involved in tertiary education for over a decade, and was previously an English/History teacher and gifted education co-ordinator. She became passionate about gifted education when some of the gifted adolescents in her classes confronted some socio-emotional issues. Her PhD examined the high moral reasoning and empathy in gifted children, and Peta continues to be interested in the socio-emotional aspects of giftedness. Peta is part of UNSW’s mini-COGE team, who provide professional learning to teachers in more to help them understand and more effectively cater for gifted children in their classrooms. She also enjoys teaching university students how to provide best practice education for gifted students, and all students.

Henderson, Lesley

Flinders University

Lesley Henderson is a lecturer in gifted education and educational psychology in the School of Education at Flinders University. She coordinates the gifted education postgraduate programs and undergraduate elective and is the Assistant Dean, Teaching and Learning. In the final stages of her doctorate studies, Lesley’s current research is focusing on leadership for professional learning about gifted education and the development of gifted education in South Australia. A member of GTCASA and South Australian Director on the AAEGT Council, Lesley is passionate about professional learning for teachers, and advocating for gifted students’ educational entitlement.
Hodge, Dr Kerry
STaR Association

Dr Kerry Hodge is Director of Research and Development at the STaR Association, a Sydney non-profit organisation that delivers research-based education and support services to children aged 0-5 with special learning needs and to their parents and educators. She also leads STaR’s Gifted Program, which includes professional learning workshops for early childhood educators. While teaching pre-schoolers across a range of abilities, Kerry developed a special interest in children with advanced development and has conducted research into what this means for the children themselves and for their educators and parents. She has lectured at undergraduate and postgraduate levels in gifted education at Macquarie University, where she is a member of the Children and Families Research Centre in the School of Educational Studies. Awarded the 2009 Nancy Fairfax Churchill Fellowship, Kerry spent 8 weeks investigating programs for gifted pre-schoolers and training in gifted education for early childhood educators in North America and the UK.

Hoekman, Dr Katherine
AISNSW

Dr Katherine Hoekman is an Academic Performance Consultant at the Association of Independent Schools NSW in Sydney, Australia, supporting schools to address the needs of high potential learners. She lectured in Gifted Education at School of Education for over a decade and is an adjunct lecturer in the Office of Educational Leadership at UNSW, as well as consulting with schools on the ways to meet the cognitive, motivational and affective needs of gifted students. She was the Director of Research and Innovative Learning at Abbotsleigh, and was the Director of the Eileen O’Connor Centre serving the needs of diverse learners using assistive technology across the Archdiocese of Sydney. She has been an invited presenter at regional, national and international conferences, and relishes the opportunities these appointments have provided to apply gifted education principles with talented teachers, and design and innovative professional learning that fosters agility in both teaching and learning.

Holmes, Belinda
St Andrews Lutheran College

Belinda Holmes, as Student Services Coordinator at St Andrews Lutheran College on the Gold Coast, leads a team who provide holistic services, case management and support to Junior School students in the areas of gifted and talented and specific skill development. Belinda offers co-curricular programs that provide opportunities for students to participate in and develop their interests, talents, skills, values, and character beyond the classroom as well as making teaching and learning explicitly and intentionally visible to students. As part of her role Belinda regularly facilitates professional learning opportunities for staff at the College in a variety of areas. Belinda has written a book chapter, The Gifted and Asperger’s Student, published in Dual Exceptionality Eds. Vialle, W. & Wormald, C. She also presented a paper on this subject at the 11th Asia Pacific conference in Gifted Education 2010. Belinda will complete her Doctorate of Philosophy at the University of Southern Queensland in 2016.

Jackson, Mrs Olivia
Olivia Jackson Occupational Therapy

Olivia graduated as an Occupational Therapist from Sydney University in 1989. She obtained her Graduate Certificate of Health Science (OT) in 1996, and Masters of Health Science (OT) through the University in 2005, majoring in paediatrics and developmental disability. She has worked as an Occupational Therapist in paediatrics for the past 26 years. Over this period she has worked in
Disability Services (Early Intervention and School Aged Services) and Community Health, both as a team leader and a grade 3 clinician, using a wide range of service delivery models and intervention approaches. She has managed her own private practice for the past 12 years. In addition to face-to-face clinical work Olivia was contracted from 2012-2015 to Sydney CEO to provide professional development and up-skilling to school staff in the Catholic Education system, and has retained her involvement with the CEO with school orientation talks to parent groups. Throughout her career, Olivia has presented at a range of conferences and workshops, and provided education sessions to parent groups, education staff (both school and early childhood) and other health professional groups, including Psychologists. She is involved in the National Association’s Mentorlink program and has mentored a number of paediatric occupational therapists. She is currently involved with Occupational Therapy Australia (NSW), providing CPD for occupational therapists who are wanting to further their skills in working with children and their families. Olivia has a strong commitment to family centred practice, working closely with the team in supporting the child and their family/carers to achieve their goals, and using a strength-based approach to capacity building.

Jarvis, Dr Jane
Flinders University

Jane M. Jarvis, PhD., is a senior lecturer in special education at Flinders University, where she coordinates and teaches gifted education topics in curriculum design and differentiation, and program design and evaluation. Her research and teaching interests include curriculum and differentiation, inclusive models of gifted education, and fostering creativity.

Jolly, Dr Jennifer
UNSW

Jennifer L. Jolly, PhD., is a senior lecturer in gifted education at the University of New South Wales. Her research interests include the history of gifted education, motivation and gifted children, and parents of gifted children. Her work has been published in Gifted Child Quarterly, Journal for the Education for the Gifted, Roeper Review, and Gifted Child Today. Jennifer has written and edited several books, including A Century of Contributions to Gifted Education: Illuminating Lives (Routledge) with Ann Robinson. She is the current Association Editor for the National Association for the Gifted Children (USA). Jennifer also served as editor of Parenting for High Potential from 2007–2012. She is on the editorial advisory boards of Gifted Child Quarterly, the Journal for the Education of the Gifted, the Journal of Advanced Academics, and Gifted Child Today. Her classroom experience includes eight years in the U.S. public school system working with both gifted and regular education students.

Jones, Dr Fiona
OCC Therapy

Dr Fiona Jones is an Occupational Therapist with a special interest in supporting primary school aged students to reach their developmental potential within educational settings. Fiona is the Director of OCC Therapy, a paediatric private practice offering occupational therapy support to students across South-East Queensland. She completed a PhD at the University of Queensland, focusing on the transition to secondary school for children with cerebral palsy. Fiona has presented at state, national and international conferences. She is a member of the National Professional Practice and Standards Committee and co-chair of the National Paediatric Practice Committee for OT Australia. Fiona was the recipient of the Sadie Philcox Award for Occupational Therapy and the Australian
Postgraduate Award, and is co-author of the Foundation Literacy Program. She is committed to supporting families and teachers to enable children to grow in confidence and successfully participate in home and school life to the best of their abilities.

**Jung, Dr Jae Yup**

UNSW

Jae Yup Jung is an Australian Research Council DECRA Fellow, a GERRIC Senior Research Fellow and a Senior Lecturer in the School of Education at The University of New South Wales. The focus of his research is on the decision-making of gifted adolescents on topics such as careers, university entrance and friendships, usually incorporating motivational and cultural perspectives. His research has been recognised with the Outstanding Research in Counselling Award from the American Educational Research Association (AERA) and the Award for Excellence in Research from Mensa International and the Mensa Education and Research Foundation (USA). He is the editor of the Australasian Journal of Gifted Education and a member of the editorial boards of Gifted Child Quarterly and the Journal of Employment Counselling. His society memberships include the American Educational Research Association (AERA), Society for Vocational Psychology (SVP), the US National Association for Gifted Children (NAGC), and the Australian Association for the Education of the Gifted and Talented (AAEGT), as Secretary.

**Juratowich, Michele**

Clearing Skies

Michele Juratowitch is Director of Clearing Skies, delivering a range of services for gifted children, their parents, organisations and institutions. Michele worked in schools for over twenty years before establishing Clearing Skies to provide counselling, programs, professional development, project management, consultation, advocacy, research and resource development. Michele has qualifications in counselling, mental health and gifted education and provides counselling for gifted youth and their families. She has considerable clinical and advocacy experience. Her work with GERRIC included providing postgraduate courses for teachers, and research; programs for parents and students; Student Residential Programs. She is a consultant to schools and member of advisory committees. Michele was awarded a Churchill Fellowship to study counselling and intervention needs of gifted children, adolescents and their families. Michele is a co-author of “Releasing the Brakes”, the recent report on Australian acceleration practices. She conducts STEAM Residentials for gifted girls and co-authored Make a Twist: Differentiating curriculum for gifted students.

**Kameron, Matthew**

Peter Moyes Anglican Community School

Matthew Kameron has been the Director of the Centre for Excellence and Assistant Director of Studies at Christ Church Grammar School in Perth, Western Australia for the past six years, and has just commenced a new position as the Deputy Associate Principal of the Senior School at Peter Moyes Anglican Community School. In his previous role he led professional learning, curriculum, assessment, policy and programs for gifted and talented students. While the Director of the Centre for Excellence he successfully managed the process of implementing pedagogical change with an original approach that has engaged and inspired teachers and students alike. Matthew teaches Mathematics and Computer Science, and has developed the gifted programs in these learning areas for several years. Matthew is a dynamic and dedicated teacher and school leader who aspires to see best practice in every classroom, particularly for gifted and talented students. He has completed a Masters in Educational Leadership and a Certificate of Gifted Education and was previously the Gifted & Talented Coordinator at Emanuel School in Sydney.
Kronborg, Dr Leonie

Invited Speaker

Dr. Leonie Kronborg, is a Senior Lecturer and Co-ordinator of Postgraduate Studies in Gifted Education in the Faculty of Education, Monash University. Leonie also teaches a gifted education elective to pre-service teachers across campuses. Her research interests have focused on education of gifted students, teacher education, and talent development and gender. She supervises Higher Degree Research students with related interests. Additionally, she coordinates a Gifted Educational Advisory Service for parents and teachers of gifted children at the Krongold Centre, Monash University. Leonie is a past president of the Victorian Association for Gifted and Talented Children and Australian Association for the Education of Gifted Children. She is the elected Australian Representative Executive Member of the World Council for Gifted and Talented Children, 2015-2017. She gained the Dean’s Award for Teaching Excellence in 2012 and the Vice-Chancellor’s Award for Teaching Excellence in 2013. Leonie is an Editor of the journal, Gifted and Talented International and on the Editorial Board of the Australasian Journal of Gifted Education.

Lind, Samantha

DET- Georges Hall Primary

Samantha Lind has been a teacher for over 20 years, working in a number of environments including special schools, a Montessori school and in gifted units. She is currently a classroom teacher and Assistant principal at Georges Hall Public School. At this school there are dedicated G&T classes 1-6 and an OC unit. She has a Bachelor of Education (special) and a Certificate of Gifted Education, and has worked specifically in gifted education for the past ten years, developing whole school programs and more recently working outside of the school running workshops for Tournament of Minds. This year she is the regional director for SSW Tournament of Minds. In 2016, Samantha spoke at the Future schools Conference on Developing 21st century Learners K-2. She is a passionate and committed teacher with strengths in gifted education and 21st Century learning skills, components she combines to develop and implement rigorous and challenging curriculum.

Long, Dr Lye Chan

Inaburra School

Lye Chan Long is currently Director of Research and Enrichment at Inaburra School with oversight of students with additional needs at both ends of the spectrum, K-12, as well as school based action research projects including a two year project into high ability underachievers in the secondary school. She has a Bachelor of Applied Sciences (App. Biology), Master of Education (specialising in Gifted Education), and a PhD entitled Principal and Teacher Influence on Gifted Programs in NSW Government Secondary Schools from the University of New South Wales.

Lye Chan is a Templeton Foundation Fellow and presented her doctoral work at the Wallace Symposium in Iowa, USA (2014). She works regularly as a trainer at teacher professional learning sessions, and has been a lecturer at Junior Scientia, Small Poppies and APTS programs for GERRIC at the University of New South Wales. She has also been involved with the JASON Project for the last fifteen years.

Her previous experience in schools includes being a secondary science teacher for 14 years, a Head of Science for 4 years, a Gifted and Talented Coordinator (K-12) for 15 years, a Coordinator and Facilitator of professional development of teachers across 14 schools for students with additional needs, and a gifted education mentor.
Long, Mark

James Ruse Agricultural High School

Mark Long is the Deputy Principal of James Ruse Agricultural High School. Before moving to James Ruse in 2014, he was Deputy Principal at Elizabeth Macarthur High School. Mark completed his Masters in Educational Leadership at UNSW in 2015. In his role at James Ruse, he works alongside a number of teams who continually strive to meet the needs of the students at James Ruse.

James Ruse is an academically selective high school located in Carlingford NSW. The school has an enviable record of success in the HSC, but an equally important focus is on ensuring that students leave James Ruse as well rounded, happy and confident individuals. This approach to education is supported by students, families and staff. Camaraderie between students who can be excelling in a wide range of areas is a unique and valued aspect of daily life at Ruse.

Lovett, Lynda

NSW DoE

Lynda Lovett is an Assistant Principal who has been an Opportunity Class teacher for over 20 years. She has worked as the Senior Curriculum Policy Officer, Gifted & Talented at the NSW Curriculum Learning and Innovation Centre (CLIC) at Ryde over a period of four years. She has completed postgraduate work at UNSW in gifted education, as well as a Masters degree in Educational Psychology, with specialisation in curriculum differentiation. Lynda has designed and led many professional learning opportunities from school to State level, delivered presentations at numerous conferences and mentored teachers not only in the area of gifted education, but also in student engagement and in the development of an understanding of the needs of diverse students. Lynda has been involved in the planning and implementation of student enrichment programs across the Greater Sydney region, and is looking forward to sharing her experience in designing, implementing and evaluating a successful district-wide program for gifted youth.

Mackenzie, Alison

NSW DoE

As the mother of the child featured in the longitudinal study presented, Alison Mackenzie has had first-hand experience in assisting in developing strategies to cater for the cognitive, social and emotional needs of a gifted student. As a trained primary school teacher, currently working as a private tutor of students with varying ages and abilities, Alison is interested in the issues surrounding all other GAT students. As a result, she was involved in the development of her daughter’s school’s GAT policy from a parent’s perspective, was a parent representative on a GAT network in her local area and helped in the running of a GAT program aimed at connecting local GAT primary students with their feeder high school. She also coordinated the publication of two books containing exemplary science projects by GAT high school students, presenting her expertise as part of ‘Development, Implementation and Evaluation of a GAT Science Program’ at the NSR GATE Conference in 2013. Alison also co-presented with Balla-Gow at the 2015 GATSTA Conference. As a parent and educator, Alison is pleased to share her experience and insight into catering for GAT students.

Margerison, Dr Jill

The Southport School

Jill holds a PhD in Political Science and International Relations and is fluent in Japanese, having lived for many years in Tokyo where she worked as an editor, writer and teacher. In 2014-2015 she worked on an action research project initiated by the International Boys School Coalition based on the work of educator, Seymour Papert.
Currently, she is working on a joint project funded by the Asia Education Foundation that involves E-Twinning to extend a group of Gifted and Talented students in Australia and Malaysia.

Jill constantly reminds her students that in this digital age their work has instant global reach. She provides evidence of this in her classes delivering her own lessons on a YouTube channel, blogging and updating her SlideShare account. She believes learning should be co-created and visible. She enjoys using Twitter at conferences to contribute to a collective set of notes. She also believes in the power of sharing great ideas with colleagues and students to create new innovative ways of looking at things. Jill encourages her students to write collaboratively and is currently co-leading an Asia Education Foundation funded project with a Gifted and Talented cluster class.

**Invited Speaker**

**Martin, Professor Andrew J.**

**UNSW**

Andrew Martin, BA (Hons), MEd (Hons), PhD, is Professor of Educational Psychology at the School of Education, University of New South Wales, Australia, specializing in motivation, engagement, achievement, and quantitative research methods. He is also Honorary Research Fellow in the Department of Education at the University of Oxford, Honorary Professor in the Faculty of Education and Social Work at the University of Sydney, Fellow of the American Educational Research Association, and President of the International Association of Applied Psychology’s Division 5 Educational, Instructional, and School Psychology. He is a Registered Psychologist (Psychology Board of Australia) recognized for psychological and educational research in achievement motivation and for the quantitative methods he brings to the study of applied phenomena. Although the bulk of his research focuses on motivation, engagement, and achievement, Andrew is also published in important cognate areas such as academic resilience and academic buoyancy, academic growth, pedagogy, parenting, teacher-student relationships, and Aboriginal education. Andrew is in the Top 25 of International Rankings of the Most Productive Educational Psychologists (Source: Table 2, Jones et al., Contemporary Educational Psychology, 2010). He has written over 250 peer reviewed journal articles, chapters, and papers in published conference proceedings, written 3 books for parents and teachers (published in 5 languages), has won 14 Australian Research Council (ARC; 11 grants) and National Health and Medical Research Council (NHMRC; 3 grants) grants as well as international funding (eg. Spencer Foundation) and 15 government and non-government research tenders. He is Associate Editor of British Journal of Educational Psychology and on Editorial Boards of 4 journals, including international journals (Journal of Educational Psychology; Contemporary Educational Psychology). In 2013, Andrew was elected Fellow of the American Educational Research Association and in 2008 Andrew received the American Educational Research Association (AERA) Raymond B. Cattell Early Career Award. Prior to that, Andrew was listed in The Bulletin magazine’s ‘SMART 100 Australians’ (2003) and one of only three academics judged to be in the Top 10 in the field of Education in Australia. In 2002, his PhD was judged the Most Outstanding Doctoral Dissertation in Educational Psychology by Division 15 of the American Psychological Association and before that was judged the Most Outstanding PhD in Education in Australia by the Australian Association for Research in Education.

**May, Carmela**

Carmela May has taught in primary, secondary and tertiary contexts. Carmela has been employed by the University of Sydney in the Faculty of Education working with pre-service teachers. Her classroom experience has extended across many regions in the Sydney area, where she has taught students from Kindergarten to Year 10. She has been
employed by the ABC as an educational consultant and led Gifted Networks across the Northern Sydney region. She has in-serviced teachers in gifted education, presented at gifted conferences and networks, developed whole school gifted programs, and was employed by UNSW GERRIC after completing post-graduate qualifications in gifted education. Carmela led colleagues in the creation of the “Making a Difference” conference in 2011, which targeted the socio-emotional needs of gifted students. In 2016, she presented at the “Ignite the Spark, Fuel the Fire: Differentiation for Diversity conference at UNSW. She is currently the Deputy Principal at St Ives North Public School and co-ordinates the Ku-ring-gai unit for gifted and talented children. She is passionate about developing programs that address the socio-emotional needs of gifted children.

McDonald, Scott

The Southport School

Scott McDonald is a passionate literacy educator and Senior trainer of teachers for the Queensland Core Skills examination board. He is the Head of English and Associate Dean of Writing Across the Curriculum at The Southport School on the Gold Coast in Queensland. He is also a member of the Queensland Curriculum and Assessment Authority’s Learning Area Reference Group (LARG) for English to provide advice to the Senior Review Steering Committee on internal and external assessment and syllabuses and provide advice on consistency of design and approach across the suite of draft senior syllabuses. Scott has developed two technical writing systems to help improve and develop fluency in writing.

McGlade, Dr Andrea

Inner Logic Paediatrics

Dr McGlade has an interest in the complex end of child health; at the intersection of medical care, development, learning, behaviour and mental health, including trauma. For most of her paediatric career she has worked with an additional layer of complexity – working with Aboriginal families – and has a further interest in culture and anthropology. Currently she also has a paediatric clinic at the Murri School at Acacia Ridge, where she works alongside medical staff, allied health, teachers, learning support staff and family support services.

Andrea strongly believes that providing children and families with a ‘diagnosis’ is not enough and that helping children achieve their best potential is a long term journey. Parenting is difficult enough without the additional challenges that come with a child that doesn’t fit the box. It is crucial to unravel the how and why each child interacts within their world and Andrea uses a self-regulation framework to both understand the inner logic of what drives their behaviour and actions, and what works for each child to be calm and best learn and achieve their goals.

Dr McGlade is also a mother of two children and understands the challenges that parents may face. She and the team at Inner Logic Paediatrics are passionate about helping children and empowering parents to understand their child’s ‘Inner Logic’ by opening hearts & unlocking minds.

Meehan, Carmel

VAGTC President

Carmel Meehan is president of the Victorian Association for Gifted and Talented Children Inc. She joined the VAGTC in 2003 after completing a Post Graduate Certificate in Gifted Education at Monash University. She has published several articles in the Association’s magazine “Vision”, popular newspapers and magazines including Melbourne’s Child, co-wrote and contributed enthusiastically to the book by Dr Susan Nikakis “Let the Tall Poppies Flourish” and more recently the soon to be published book entitled “Giftedness...
illuminated by Creativity.” She has delivered several papers nationally and internationally and given interviews on gifted and talented education topics on radio and television programmes. In addition she has worked as a consultant mentoring and advising primary school principals and staffs in the areas of leadership performance, curriculum performance, total school review and renewal.

During her career Carmel held School Principal positions in the State, Catholic and Private sectors of education in Victoria, and in the Parramatta Diocese in New South Wales. She has also been a Kindergarten Directress.

She has held the roles of Inaugural Principal in two primary schools, and two kindergartens; Deputy Principal, Infant Mistress, Principal and Educational Consultant. She recently sat on the Knox City Council’s Early Years Advisory Committee, and is at present a member of the DEECD Gifted Education Expert Reference Group. Carmel has a long history of academic achievement including a Master of Education; a Graduate Diploma of Education (Religious Education); a Trained Infant Teacher’s Certificate (TiTC) and Post Graduate Certificates in Gifted Education, Counselling and Indigenous Education.

Carmel believes that central to her work is the empowerment of educators to identify, and truly differentiated curriculums, so that they may confidently and creatively meet the learning needs of all children from the early years onwards. Coupled with this work is her strong commitment to actively support the families of gifted and talented children and young people.

**Merrick, Caroline**

*Barker College*

BEd (UTS) MEd (UNSW) COGE (UNSW) MACE

Caroline Merrick has worked for over 25 years in both the independent and public systems teaching self-contained gifted classes, as well as catering for gifted children in mainstream classes. In 2016, she has just begun in her new position as Director of Primary Curriculum (PYP Coordinator) at Barker College.

Caroline has completed her Masters in Gifted Education and a Certificate of Gifted Education at UNSW. She is the co-author of the Australian Government’s Professional Development Package for Gifted and Talented Education, published in 2004 and the book Gifted Students in Primary Schools - Differentiating the Curriculum.

Caroline is also working with the Gateways Education team in delivering the new Australian Capital Territory’s Gifted and Talented policy to all school leaders and GATLOs in the ACT. She has presented at conferences in Australia and the United States, run parent workshops, delivered staff in-services and consulted for over ten years in a variety of schools around Australia. As the mother of two, Caroline combines experience, research and reality, when catering for the needs of gifted children.

**Merrotsy, Professor Peter**

*University of Western Australia*

Peter Merrotsy is a Professor in the Faculty of Education at The University of Western Australia. Previously, he enjoyed eighteen years’ experience as a teacher and head teacher of Mathematics in rural New South Wales, during which time he completed his doctorate on curriculum for gifted students. Subsequently, he joined the School of Education at the University of New England, where his research was focused on gifted children and youth from backgrounds of so-called disadvantage. In 2013, Peter was appointed to UWA where he continues to conduct research on gifted Aboriginal and Torres Strait Islander children, as well as on creativity and problem solving.

Peter has written over 120 articles and papers for journals, book chapters and conferences, and is currently publishing a book Middle C: pedagogy for creative problem solving. When not reading and writing, he plays chess, attempts cryptic crosswords with a biro, tortures family with his cello playing, and “goes bush” – orienteering, rogaining, bushwalking, and sailing(!).
Meuli, Anna

New Zealand Centre for Gifted Education

Anna has worked in the field of gifted education for the past 20 years holding roles such as Gifted Education Adviser, Lecturer and GATE Lead Teacher. Currently Anna works for the New Zealand Centre for Gifted Education as the Consultancy Manager. This role includes supporting communities to establish and maintain their own localised Centres for Gifted Education, curriculum development, programme development and teacher professional learning and development. Anna is a trained primary school teacher with a Master of Education Degree with an endorsement in Special Education. Anna’s main focus and contributions in the field of Gifted Education are on curriculum development for gifted students, effecting school and teacher change, and translating theory into practice. Outside of developing curriculum around achieving abstraction, depth and complexity Anna’s other particular areas of interest in gifted education extend towards better understanding and supporting the social and emotional needs of gifted children. Anna is highly empathetic towards the needs of gifted students and loves making a difference to their lives and education experiences.

Morrissey, Dr Anne-Marie

Deakin University

Anne-Marie Morrissey is a Senior Lecturer in Early Childhood Education at Deakin University, teaching at both undergraduate and postgraduate levels. She is currently the Coordinator of the Early Childhood Strand of the Master of Teaching at Deakin. She has extensive experience as an early childhood teacher and centre director across a range of early childhood settings in Victoria, NSW and the United Kingdom and has also taught in primary schools. Her research interests include the early development of gifted children, and the provision of appropriate early childhood curriculum for advanced learners. She has authored Young Gifted Children, (2012) and co-authored the DEECD Resource “Making a Difference for Young Gifted and Talented Children”. Anne-Marie has also worked on a number of research and professional development projects that demonstrate a strong background in early childhood education as well as working with pre-service teachers and experienced teachers returning to further study. For instance, projects on mentoring and professional development of early childhood teachers, and evaluation of curricula and programs.

Napier, Rebecca

Flinders University

Rebecca is currently working part-time in a pioneer position as a gifted education coordinator in two Independent, Reception to Year 12 schools in South Australia. Teaching philosophy in the primary and secondary year levels is one of her current passions in this role. Rebecca has held a broad range of educational positions both in Australia and Canada. She has a background in special education, mainstream teaching, and gifted education. Rebecca is currently a PhD candidate at Flinders University investigating the career development experiences of gifted females. In addition to her part-time PhD studies, she fulfils a variety of casual academic roles in the Flinders University School of Education. Serving over time on several not-for-profit gifted education boards focused on meeting local community needs has also enriched her experiences in the field. Currently, she is raising two gifted adolescents of her own, which provides her with many interesting adventures. In her free time, she loves to relax in nature or to explore music in its many forms.
Nicholas, Geraldine

Tournament of Minds

Geraldine Nicholas is an educational consultant who has had a range of experiences as an educator of both adults and children. Geraldine has worked as a class teacher in secondary classrooms within the Science field from junior to senior levels and has a passion for providing enriching experiences for the gifted and talented student. Most recently, she has been involved as the Professional Learning Coordinator for Tournament of Minds in Victoria.

Geraldine currently works with teachers and students to ensure that the field of creative thinking, and the use of associated thinking tools and strategies, enhances the learning experience. Geraldine designs and delivers student incursions that allow for role modelling to show teachers that creative thinking is fun, applicable and very relevant in today’s classroom. As well, she has developed and delivered Professional Learning programs that allow teachers to train their students to fully understand the principles, objectives and skills behind TOM which in turn are highly reflective of the Australian Curriculum standards.

Nikakis, Dr Susan

Invited Speaker

Dr Susan Nikakis is the Gifted Education Officer of the Catholic Education Melbourne. She embraced her current role in 2009 and is responsible for leading gifted and talented education programs for Catholic school teachers throughout the State of Victoria. She is also a Sessional Lecturer in the Master of Education Courses at the Melbourne Graduate School of Education with the University of Melbourne.

Susan is the editor and contributing author of *Let the Tall Poppies Flourish*, an Australian collection of papers on topics relating to justice in the education of gifted students. She also published *Expert Educators* and her third book *Giftedness illuminated by Creativity* was launched at the Victorian Association For Gifted and talented Children (VAGTC) conference in 2015. Dr Nikakis is also the Chair of the Gifted Think Tank for Catholic Education Melbourne. She is a member of the Victorian Government Gifted education Expert Reference Panel which focuses on policy and content development for Victorian gifted children.

North, Dr Ben

NSW Dept. of Education/UNSW School of Education

Dr Ben North has a Master of Education in Gifted Education and has recently submitted his PhD that researched senior secondary student responses to academic pressure in high stakes assessment contexts. He is currently Head Teacher in Teaching and Learning at Engadine High School, NSW, Australia and has taught all levels and courses of the English HSC across a range of public schools in Sydney’s West, South West and South. Ben is also an HSC Marker for both Advanced and Standard. He provides teacher learning programs on differentiating curriculum and pedagogy and has consulted with schools and teachers across Australia, Asia, and Europe. He is a published author on HSC English with the ETA’s journal Metaphor and he is a recipient of a NSW Director-General’s Teaching Award in Excellence in Teaching and Service to Public Education, and the Sydney Region Teaching Excellence Award. Ben is also a research assistant with GERRIC, School of Education, UNSW.
Olivier, Dr Mirella

BRAINways Education

Dr. Mirella Olivier is a teacher currently completing her PhD in Gifted Education, investigating the relationships between perfectionism and creativity in gifted students. She is also the Director of BRAINways EDUCATION, an organisation offering programs for gifted children in Australia, as well as internationally. The programs BRAINways Education provides are a combination of face to face interactions with online learning, enjoying the benefits of both modes of learning. Mirella is also a mother of two highly gifted children, whose learning journeys were the trigger for her career change. Mirella’s first degree is in Medicine, and she also completed her Masters of Health Sciences, with focus on Sports Medicine, specifically on elite athletes. Mirella has been a member of the State Management Committee of Queensland Association for Gifted Children for over five years, her work in this role providing an additional dimension to her understanding of the specific needs of the gifted and talented children.

Olszewski-Kubilius, Dr Paula

Dr. Paula Olszewski-Kubilius is currently the director of the Center for Talent Development at Northwestern University and a professor in the School of Education and Social Policy. Over the past 32 years, she has created programs for diverse groups of gifted learners and written extensively on issues of talent development, particularly on programming for under-represented gifted students and outside-of-school and accelerative models of gifted education. Her most recent work is a monograph written with Rena Subotnik and Frank Worrell, “Rethinking Giftedness and Gifted Education: A Proposed Direction Forward Based on Psychological Science”, published by the Association for Psychological Science, which received the Award for Excellence in Research in 2013 from the Mensa Education and Research Foundation of Mensa International, Limited. She has served as editor of Gifted Child Quarterly, co-editor of the Journal of Secondary Gifted Education and on the editorial review boards of Gifted and Talented International, The Roeper Review, and Gifted Child Today. She currently is on the board of trustees of the Illinois Mathematics and Science Academy and the Illinois Association for the Gifted. She also serves on that advisory boards for the Center for Gifted Education at the College of William and Mary and the Robinson Center for Young Scholars at the University of Washington. She is the past-president of the National Association for Gifted Children from whom she received the Distinguished Scholar Award in 2009 and the GCQ Paper of the Year Award in 2011.

Oslington, Dr Gabrielle

Independent Sydney School

Dr Oslington is Gifted and Talented Coordinator at an independent school in Sydney. She has responsibility for the students whose academic ability places their needs beyond the normal differentiation provided by the classroom teacher, and works with children across their primary schooling. She conducts small pull-out classes, mentors individual students, works with classroom teachers on lesson support and preparation, and co-ordinates acceleration, reporting and Individual Education Programs as required. Her students have exceptional successes in inter school competitions, particularly in Mathematics. Dr Oslington has a particular interest in the needs of twice exceptional children, and has postgraduate training in children with Autism Spectrum Disorders. Working with the families and teachers of 2E children to provide challenging and appropriate learning opportunities has been a central focus of her educational role. To complement her teaching, Dr Oslington is currently enrolled at Macquarie University working on a doctoral dissertation designing assessment tools for young gifted mathematicians.
Phillips, Kintara

Mt Hira College

Kintara Phillips is a secondary English teacher and current Head of English at Mt Hira College in Keysborough, Victoria. She has a Bachelor of Education Primary/Secondary with an English major and Psychology minor from RMIT University, a graduate certificate in Mental Health for the Teaching Profession from Monash University and is currently undertaking her final unit in a Masters of Gifted Education at UNSW. She started working in Victorian government schools in 2001-2007, taking 4 years family leave before returning to the classroom again in 2012. This year Kintara made the move out of the government system into the independent sector.

She is the mother of two children, Xavier and Stella, and is lucky to be married to a wonderful man who takes over parenting duties when study takes her away from her family. Her interest in gifted education began when she discovered that her 3 year old son reading, telling the time and doing basic maths wasn’t the norm and was further developed on her return to the classroom and being allocated to the ‘high achievers’ class. It was at this point she could see that these students needed more from schooling and she acknowledged in herself a lack of really knowing what to do to support their learning. Initially enrolling in a Certificate of Gifted Education (COGE) before being ‘encouraged’ by one of her favourite lecturers Dr Susen Smith to continue into the Masters program.

Kintara has a passion for learning and is already planning where study will take her now that her Masters is almost complete. She loves being in the classroom and being able to make a difference to her students and is enjoying the opportunities that being head of English is affording her in being able to support colleagues to best practice in gifted education.

Phillips, Ruth

University of Wollongong

Ruth Phillips is currently an HDR PhD student at University of Wollongong. She is also a highly experienced consultant, trainer, educator and coach. Ruth works with schools and other organisations to provide better understanding about the way people learn and in particular the way different individuals develop their potential. Ruth is a trained educator with qualifications in psychology and is currently working towards her doctorate at the University of Wollongong. She has worked in many contexts professionally developing and facilitating change with executive, middle management, and staff throughout Australia. She has worked with middle and senior management supporting executive staff in the development of the skills in differentiating curriculum, understanding the needs of gifted students, identifying gifted students, curriculum for gifted students, gifted underachievement, leadership, effective communication and leading creative innovation teams.

Ruth Phillips is a practicing teacher and a highly experienced consultant, trainer and educator, with over 20 year’s classroom teaching expertise. She has worked in public and independent schools working with gifted students and children from pre-school to year 12. She has taught and designed workshops and residential programs for gifted children ranging from kindergarten to year 12, worked with teachers to develop their skills in meeting the needs of different learners, provided seminars supporting parents and has taught casually at the undergraduate and post graduate level at UNSW for over 10 years. She has presented practical workshops and key note presentations in Schools across Australia, focusing on differentiation of curriculum, differentiation and the new Australian curriculum, concept based curriculum, assessment and differentiated assessment, literacy, the needs of gifted children, identifying gifted learners and providing exceptional programs for children with
high intellectual ability. She has also presented papers at International and Australian Education Conferences, including those of the Australian and Victorian Associations for Gifted and Talented Children, and has presented at the pre-eminent international Wallace Research Symposium on Talent Development. Ruth has co-authored publications including, the DEST Gifted Education Professional Development Package, Module 2: Identification of Gifted and Talented Students, with UNSW (the training package for the Australian Federal Government) and Perspectives: an English differentiated unit for lower secondary students.

Plunkett, Associate Professor Margaret

Federation University Australia

Associate Professor Margaret Plunkett is the Associate Dean (Learning and Teaching) for the Faculty of Education and Arts at Federation University, Australia. Her knowledge and experience in the field of gifted education has been established over more than three decades through teaching, research, publications, and service. A major part of Margaret’s passion has been the development and teaching of courses in gifted education for which she has won a number of teaching awards including the Pearson/AITEA Teacher Educator of the Year (2012) and an Office of Learning and Teaching Citation (2014). Her research in the field has resulted in many publications and conference presentations both nationally and internationally. Margaret completed research for the Department of Education, Victoria on the SEAL program and for a range of individual schools in both Gippsland and Melbourne, evaluating gifted programming. Her main research interests include professional learning for teachers, engagement of gifted students and curriculum innovation. In terms of service, Margaret is an elected Australian delegate on the World Council for Gifted and Talented Children, helping to promote and represent Australian interests in gifted education. Margaret is also guest editor for a special edition of the Australasian Journal of Gifted Education in 2016.

Prior, Susan

Brisbane Catholic Education

Sue is a part time PhD student while working as the Education Officer Curriculum Gifted Education for Brisbane Catholic Education. A life-long frequent flyer originally from Sydney she arrived to live in Brisbane with her husband and two children in 2009 after living in NSW, WA, the UK and Bangkok. A school service pilgrimage through India and Nepal in 2002/3 was a transformational experience. Travelling as a teacher with a small group of Trinity College senior secondary boys, staff and her young family led her to a new level of awareness of the diversity in cultural ideas of disability and giftedness. In 2005 Sue received an award for excellence in secondary teaching, leadership and vision for students with unique learning needs. The focus of her PhD work is the learning experience of individuals with giftedness and specific language impairment, receiving a travel grant from Queensland College of Teachers to present at the most recent AARE conference in 2015. Sue has presented at many international and national conferences and has published in academic journals. Sue is currently an Australian delegate to the World Council for Gifted and Talented Children 2015-2017.

Robinson, Jan

Sydney Catholic Schools

Born in central-western NSW, and educated in Sydney, Jan Robinson has experience teaching in the UK and Australia over a period of 28 years. Currently in the role of Education Officer: Gifted Education K-12 for Sydney Catholic Schools Inner West Region, Jan has spent the last 2 years co-writing and developing Professional Learning resources for gifted education, and advising
the schools of the Inner West Region. Jan has experience in Curriculum Development & Gifted Education, coordinating both of these areas K-10 for an Independent girls’ school in Sydney over a number of years. She holds a COGE Certificate and Masters in Gifted Education. Jan has drawn on academic reading within the area, her time in the field of education, and her own experiences to develop and present professional development on a range of topics within the field of Gifted Education within the Sydney Catholic School system, a range of Independent school settings, for professional associations she is affiliated with, and at previous Gifted Conferences at both a Primary and Secondary level.

Ronksley-Pavia, Dr Michelle
Griffith University

Since migrating to Australia in the late 1980’s Michelle has taught in a variety of educational settings; ACE and TAFE colleges, and at a number of schools both in New South Wales and Queensland. Michelle has worked with gifted and talented students and in special education across P-12 schooling sectors. Michelle’s qualifications include a Master’s Degree in Gifted and Talented Education and a PhD in the area of twice exceptionality. Michelle is currently a sessional academic at Griffith University, Queensland, Australia, with research interests in creativity, disability studies, gifted education, twice exceptional research and narrative inquiry. Her specialist areas are visual arts, disability studies, gifted and twice exceptional education. Michelle lectures in undergraduate and postgraduate Primary and Secondary Education courses, where she has been awarded Teaching Excellence Awards for her work with pre-service teachers. Michelle has published numerous journal articles and conference papers on gifted and talented children, twice exceptional children, creativity and differentiation. Michelle is past President of the Queensland Association for Gifted & Talented Children (GC Branch) and is a member of the World Council for Gifted & Talented Children and a member of the European Narratology Network.

Rowan, Associate Professor
Leonie
Griffith University

Leonie Rowan is an Associate Professor in the School of Education and Professional Studies at Griffith University. Her research interests relate to the social context of schooling, educational technologies, transformative pedagogies (including the potential of games-based learning), teacher education and pedagogies for higher education. Within these contexts she has a particular commitment to exploring issues relating to gender and student diversity. With an international reputation for her work associated with higher education pedagogy, she has published numerous refereed articles and book chapters focused on educational innovations, and higher education and has more than two decades of experience in diverse editorial and reviewing roles: including work as an editor for national and international collections (eg: Rowan, L., & Bigum, C. (Eds.), 2012. Transformative approaches to new technologies and student diversity in futures oriented classrooms: Future proofing education. Dordrecht: Springer). In addition to this, she has played a lead role in supporting the development of academic staff as previous convenor of the Graduate Certificate of Higher Education at Deakin University, and as project leader of a current University Teaching and Learning Grant focused on fostering collaborative staff development. She has received recognition for the quality of her own teaching through prestigious awards such as a 2014 Australian Office for Learning and Teaching, Teaching Excellence Award; the 2013 Australian Teacher Education/Pearson Australia “Teacher Educator of the Year” award; a 2011 Office for Learning and Teaching Citation for University Teaching. She is an invited member of the Griffith Academy of Learning and Teaching Scholars and has received 6 ARC research grants since 2001.
Ryan, Dr Erica

Catholic schools Office Diocese of Broken Bay NSW

Erica has worked in both public and Catholic education and has over 40 years’ experience mainly in primary education. Erica has completed a Doctoral program at Flinders University in 2006. This provided an opportunity to research the influence of professional learning in gifted education on teachers and students. Her interests include the atypical gifted student, effective instruction of the gifted and identification of students who are disadvantaged. Of particular interest is the significance of teacher influence on the achievement and well-being of 2E students. This has resulted from personal and work place advocacy.

In 2005 the Diocese of Broken Bay was awarded a grant from Telstra in order to undertake and research a project called: A Gifted Synergy-Children and Parents. This targeted low SES schools and in particular, Year 3 and 4 children with high potential, and their parents and teachers as key components in changing their achievement. This project proved to be a change-agent in future works with indigenous students in our Diocesan schools.

Erica has presented at national conferences and written papers based on her research. Erica is a consultant for gifted education in Broken Bay Diocesan Catholic Schools and mentoring the current project involving 2E students.

Sabbadin, Nicole

Loreto Kiribilli

Nicole Sabbadin is Gifted and Talented Coordinator at Loreto Kiribilli, an inner Sydney city independent Catholic girls’ school. After graduating with her postgraduate teaching degree from the University of South Australia, Nicole worked in secondary schools in the United Kingdom for over seven years, where her passion for gifted education was stimulated and she initiated the introduction of a gifted and talented program at her school. Since returning to Australia in 2008, Nicole has worked at two additional girls’ schools, Pymble Ladies’ College and Wenona School, teaching, managing and inspiring students in English literature, and she is dedicated to the education and empowerment of young women. Nicole received her Masters in Educational Psychology from University of South Australia, and is currently studying a Masters of Education at UNSW, specialising in Gifted Education. She has published papers about target setting and reflection, and the Teaching for Understanding framework in MYSA journal, and presented at a past ETA conference. In her spare time, Nicole reads contemporary literature, loves crime fiction, and attends theatre productions.

Schulz, Dr Briar

Yorkville University

Dr Briar Schulz's RN, RCC, CCPA, MA, PhD career in the helping profession spans over twenty years. Briar holds a Bachelor of Science in Nursing from the University of British Columbia, Canada. In addition, to being a Registered Nurse, Briar completed her Master of Arts degree in Counselling Psychology from the Adler School of Professional Psychology in Chicago. Briar’s doctorate degree is from the University of Victoria combining counselling, health and curriculum studies. Briar is a registered clinical counsellor in British Columbia, and has her own private counselling practice as well as being a professor at Yorkville University.
University. Dr Schulz’s current teaching focus is in school counselling, group counselling, family counselling, online counselling, and practicum supervision. Having worked as a school counsellor and consultant for many years, Briar is most passionate in her work with children, youth and families. Briar’s clinical counselling work includes individuals and families, and focuses on eating disorders, depression, anxiety, learning disorders, giftedness and academic exceptionalities, and career development. Briar’s favourite pastime is doing anything with her two children (12 and 9) that keep her humble every day.

Siegle, Dr Del

Keynote Speaker

Dr Del Siegle is a professor of gifted and talented and Head of the Department of Educational Psychology in the Neag School of Education at the University of Connecticut (UConn). He is among a select group of university professors who has been honoured as a teaching fellow. This is the highest honour the University can award for outstanding teaching. He has also received the Neag School of Education’s Outstanding Alumni Young Investigator Award for his research in gifted education. He teaches graduate courses in educational research, creativity, the social and emotional needs of gifted students, and the Schoolwide Enrichment Model. Under his direction, UConn was one of the first universities to offer online courses in gifted education and an online master’s in gifted education. Dr. Siegle has directed the Three Summers Master’s Degree program at UConn for 15 years.

Dr. Siegle was founder and co-editor of the Journal of Advanced Academics, currently serves as co-editor of Gifted Child Quarterly, and authors a technology column for Gifted Child Today. He has made over 650 state, national, and international presentations on gifted and talented education. Furthermore, he also published over 100 articles, book chapters, and books on the topic. Dr. Siegle’s research interests include the motivation and underachievement of gifted students, teacher bias in the identification of students for gifted programs, and using technology to differentiate instruction. Dr. Siegle is director of the National Center for Research on Gifted Education, the federal government’s only funded national centre on giftedness.

Smith, Dr Susen

UNSW

Dr Susen Smith is Senior Lecturer in Gifted and Special Education and GERRIC Senior Research Fellow at UNSW. Her research interests include: Differentiating curriculum and pedagogy for gifted students and she has developed the Model of Dynamic Differentiation to address student diversity, including gifted underachievers. She has been a visiting scholar at Columbia University, CUNY, and the Hong Kong Institute of Education, guest editor of the Australasian Journal of Gifted Education, is published and keynoted at Australian and international conferences, such as the Ignite the Spark, Fuel the fire: Differentiation for Diversity Conference and the Chinese Association of Gifted Education (CAGE) Conference Taiwan. Susen has acquired several competitive research grants and received the UNE ‘Vice-Chancellor’s Award for Outstanding Achievements in Interdisciplinary Research Innovation’ and the UNSW Excellence in Postgraduate Research Award from the UNSW Arc Postgraduate Council “in recognition of her exemplary supervisory conduct and invaluable contributions to the supervision of higher degree research candidates”. Susen also organised the UNE TalentEd conferences, chaired the inaugural GERRIC Gifted Futures Forum for Talent Enhancement and is currently on the organising committees for the 2016 AAEFT National conference and the 2017 22nd WCGTC Biennial World Conference. Contact: susen.smith@unsw.edu.au
Sterna, Mariusz
Flinders University

Mariusz Sterna is a doctoral candidate researching the experiences and perceptions of school libraries by gifted students. He is currently working as a secondary Mathematics teacher and a Teacher Librarian / School Library Coordinator at a large secondary college in South Australia. For a number of years Mariusz has also worked at Flinders University Central Library. As an educator, Mariusz has a strong interest in working with students from both sides of the ‘ability spectrum’. Over the last 16 years Mariusz has held a wide range of teaching positions as a middle school and senior school teacher of Mathematics, Science, Biology, IT, Research Project, English and Science-Mathematics accelerated subjects for gifted classes. Mariusz has also held the positions of Special Education coordinator and Gifted Education coordinator in a number of secondary schools. Mariusz holds a Master of Gifted Education degree and is a member of GTCASA (Gifted and Talented Children’s Association of South Australia).

Stewart, Wendy
Pulteney Grammar School

Wendy Stewart is the founder and principal consultant of Gifted Advocacy and Counselling Services. Wendy has worked continuously in gifted education for twenty years, being one of the longest-serving teachers at the Gifted Education “Chalkface” in South Australia. Wendy holds a Masters degree in Gifted Education and has presented at national and international conferences on gifted education. Her most recent presentation was at the 2015 International Conference on Thinking, held in Bilbao, Spain.

At a local level, Wendy has been active in supporting and advocating for gifted students in South Australia, where she was President of GTCASA for eight and a half years. In addition, she was a committee member of the Australian Association for the Education of Gifted and Talented for several years. While working with gifted students, Wendy noticed that few, if any, school counsellors have experience with the particular social and emotional characteristics of gifted children. With a firm belief that gifted and talented children benefit from supportive counselling by experienced professionals, Wendy gained a Diploma in Counselling and is currently studying towards a Masters in Psychotherapy and Counselling.

Tait, Desilee
Loreto Kirribilli

Desilee began her career in the Sydney Catholic Diocesan school of Father John Thierry. From there she move to St Michael’s Stanmore where she taught all grades from Kindergarten to Year 6. Over the next 20 years she worked in many catholic schools in the Sydney diocese. During this time she developed comprehensive gifted workshops for a Cluster program involving 14 schools in the Inner West. From 2002-2004 she lectured and facilitated tutorials at Macquarie University in the Educational faculty. In 2007 she started her own Educational consultancy called Captivating and Curious. Within this consultancy she was able to lead change in many schools. Since 2009 Desilee has been the Gifted and Talented teacher at Loreto Kirribilli Junior School.

She is a passionate primary School teacher with an enthusiasm to create innovative and challenging programs for the gifted student. She has a Bachelor of Arts/ Diploma of Education from Macquarie University as well as a Masters in Gifted Education from Charles Sturt University. At present she in the process of obtaining her Highly Accomplished Teacher Accreditation through BOSTES. By mid-2016, she will be a certified Educational Coach from Growth Coaching International.


**Thomas, Dr Kerry**

**UNSW**

Associate Professor Kerry Thomas currently teaches Creativity and Giftedness, and Ethnographic Methodologies and Methods to postgraduate students in the School of Education, UNSW. Her research focuses on two projects. The first investigates creative practice as a function of practical and social reasoning in teacher-student exchanges in art, design and education in secondary art classrooms and university studios. The second investigates curriculum design in the Arts, with a special focus on the Visual Arts, including how knowledge and the creative object are theorised and made intelligible for teaching and learning. Prior to her appointments at UNSW, Kerry was Inspector, Creative Arts, NSW Board of Studies. She is recognised as a leading advocate for a non-reductive approach to the Arts in Australian curriculum debates.

**Thompson, Alan D.**

**Australian Mensa**

Alan D. Thompson is a certified personal and professional coach, facilitator, and consultant. He has more than 15 years of international experience in multicultural environments in Australia, New Zealand, North America, China, and throughout Asia. Along with Professor Mark C. Williams, he is a founder of the Australia-Asia Positive Psychology Institute. He is widely regarded as one of the world’s foremost gifted coaches. He specialises in working with individual high-potential achievers, entrepreneurs, and gifted families, and is an expert on brilliant performance in the arena of life. Alan studied Computer Science, including electives from the School of Psychology. In 1999, he created his first company, Imagine Unlimited. Alan began his career as a consultant with a management company based in Perth, Houston, and Aberdeen. In this role, he developed systems for the Australian Government, Chevron Corporation, and Europe’s OMV Group.

Having spent over a decade as a sound designer to high performing celebrities, Alan was a part of the creative and technical teams behind the largest international events on the planet (Red Bull Air Race, Christmas at the Sydney Opera House, Taipei Dome). He has worked with many high performing young stars, including the Australian Billy Elliot, Nikki Webster, and the cast of Andrew Lloyd Webber’s Cats in Asia. Seeing the need for reinforcing people in a world focused on technology, and again combining his passion for art and science, Alan transitioned into a career in coaching. His coaching practice, Life Architect, helps clients wake up to their own potential and align with their vision for success and happiness. He is an Associate Certified Coach (ACC) with the International Coach Federation (ICF), working and training extensively through Singapore, Hong Kong, USA, and China. He is also a Certified Genius Coach (USA). Alan is also a prolific writer in the field of giftedness and high performance, including the books Best: A practical guide to living your best life and Welcome: Stories to wake up to. He is an engaging speaker, recently presenting gifted parent workshops through Asia, gifted teacher professional development seminars in NSW and QLD, and a new online program for gifted parents and teachers at LifeArchitect.tv. Alan is the National Gifted Children’s Coordinator for Australian Mensa.

**Townend, Dr Geraldine**

**Griffith University**

Dr Geraldine Townend has over a decade of experience in the field of gifted education, having a special interest and expertise in the area of twice exceptionality. Her publishing experience is widespread, and she has refereed international publications. Geraldine completed her PhD at Griffith University in Queensland and is now a research fellow at the Griffith Institute of Educational Research. Her research interests focus on supporting gifted and twice-exceptional students to aspire to their potential in education, which includes the development of positive academic self-concept. Her research findings
indicate that there are several sociological and psychological influences on academic self-concept, including a social comparison theory, and she is particularly interested in the interaction between teachers and their students. She has also focused on outcomes for pre-service and post-graduate teachers' understandings of diversity in education, particularly in the field of gifted education, including the inclusive classroom practices and applications of the Australian National Curriculum. Her university teaching was recognised in 2015 with the award of Teaching Excellence Commendation. Geraldine also provides professional development for schools in the identification of, and support for, gifted underachievers. She also provides advice for parents and families of gifted students and is an advisor to the Queensland Association of Gifted and Talented Children (Gold Coast Branch).

**Invited Speaker**

**Vialle, Professor Wilma**

University of Wollongong

Prof. Wilma Vialle's area of expertise is in educational psychology with a particular interest in the education of gifted students. She is interested in how giftedness is understood within cultural contexts and how it is nurtured in educational settings. Her work focuses on the education of gifted students. Originally a high school teacher of English and Speech and Drama, she completed her doctorate at the University of South Florida in 1991. Her dissertation involved the application of Multiple Intelligences Theory in a study of economically disadvantaged pre-schoolers. She previously worked at the University of Tasmania and has been at the University of Wollongong since 1993.

**Webber, Dr Melinda**

University of Auckland

Dr Melinda Webber (Ngati Whakaue, Ngapuhi) is a senior lecturer in the School of Teaching, Learning and Professional Practice, and an Associate Dean in the Faculty of Education at the University of Auckland. Melinda is an experienced researcher, post-graduate supervisor, and writer. Melinda has recently spent four years working as a researcher on The Starpath Project identifying and addressing the barriers that prevent participation and success in degree-level education especially for Maori, Pacific, and other students from low socio-economic communities. She has also spent the last six years on the Ka Awatea Project examining the nature of teaching, learning and home socialisation patterns that support Maori student success in New Zealand. Melinda’s research interests relate to racial-ethnic identity development, Maori concepts of giftedness, and Maori student success. Melinda had a book published in 2008 by New Zealand Council of Educational Research titled ‘Walking the space between: Maori/Pakeha identity’ and recently co-edited a book titled ‘Sociocultural realities: Exploring new horizons’ in 2015.

**Wellisch, Dr Mimi**

Clever Kids Consultancy

Mimi Wellisch is a registered psychologist and Director of Clever Kids Consultancy, a consultancy for parents of young gifted children. Mimi also holds Bachelor and Master Degrees in Early Childhood Education and has taught pre-schoolers for over 2 decades. She later worked as a Children’s Services Adviser where her role was to licence and regulate children’s services. Mimi’s interest in gifted education arose from a chance choice of an elective unit in gifted education during her Bachelor studies. Her passionate interest led to research about NSW early childhood teacher attitudes to gifted pre-schoolers for her Master degree, and ensured the identification of her own children. Mimi,
who is author of books and peer reviewed as well as other journal articles, has presented at many local and international conferences, and has been President, Vice President and Treasurer of the NSW Association for Gifted and Talented Children. She was awarded a PhD in Psychology in 2015, in relation to her research on the association between attachment and IQ, the result of her converging interests in both psychology and early childhood development.

Invited Speaker

Widjaya, Jake

Jake Widjaya is 17 years of age and currently studying at the University of New South Wales (UNSW). Jake joined Mensa when he was 6 years, and was accelerated and grade-skipped through school. He is featured in Professor M. Gross’s book “A Lifetime in Gifted Education”. Jake was born without a left hand. He has been collaborating with the Sydney Children’s Hospital (SCH) since 2008 to build awareness and help other kids with limb differences by mentoring other kids, through his DVD “My Helping Hand” (which he made when he was 9 years), appearing in the SCH Fundraising Gold Telethon, speaking with expectant and new parents, and writing articles for the Mensa journal & the Limbs4Kids website. Jake has been a guest lecturer for gifted education courses at UNSW for many years (alongside Dr Lannie Kanevsky & Dr Susan Assouline). He is also an avid Fencer, commencing at 9 years, and now coaches in the sport. Jake has spoken at many conferences, including the National Australia Mensa and the International Society for Prosthetics & Orthotics (Opening Speaker) Conferences. Jake and his parents were helped with how to deal with his twice-exceptionality extensively throughout the years by Prof Miraca Gross, to whom he attributes a large part of his inspiration to help others. Jake hopes to share his experiences both within, and more importantly, those defining experiences beyond the education system to help others.

Wood, Dr Denise

Charles Sturt University

Dr Denise Wood began her teaching career in Moree, in rural NSW, working in the early childhood sector. Her initial study in the area of gifted education began a deep interest in the field that has become a key focus of her work in the education sector. While involved in the NSWAGTC, Denise edited a section of the journal, ‘Gifted’, presented workshops for children and families across NSW, and ran in-service courses for classroom teachers. For 12 years she taught in an Opportunity Class in rural NSW, and facilitated enrichment programs and in-service learning in other schools. When she moved into the higher education sector Denise developed and taught units on gifted education for pre-service teachers in primary and early childhood classrooms. She continued to work with schools, and develop support materials for classroom teachers, including units of work and program models. In 2015, Denise completed her thesis that explored the impact of popular culture on the talent development of rural gifted adolescent girls. She is continuing to explore further perspectives on gifted education, in rural and regional settings, as well as overall. Currently, she is working in course design at Charles Sturt University.

Invited Speaker

Wormald, Catherine

University of Wollongong

Catherine Wormald is a lecturer at the University of Wollongong in Australia. Her research interests include twice-exceptionality, giftedness, special needs, and teacher education. She has made a number of presentations on twice-exceptional issues in Australia. She has had her research published in the Australasian Journal of Gifted Education, the New South Wales Association of Gifted and Talented Children’s journal, Gifted, and has had a book chapter published and coedited the book Dual Exceptionality.
Young, Gail

QLD Govt. Holland Park SS

Gail Young is the Gifted Education mentor (GEM) at Holland Park State School. Gail is experienced senior teacher who leads and manages the Gifted and Talented Education Committee and is the case manager for accelerated students on the school's accelerated committee, a subcommittee of the Gifted and Talented Education Committee. Gail has completed her Master's degree in Special Education, specialising in Gifted and Talented students. Gail has completed post graduate studies in education and literacy and has organised ongoing visits to Holland Park State School by undergraduate students to meet with parents of accelerated gifted students, the students and members of the Gifted and Talented Education team. Gail has facilitated parent information sessions regarding gifted education. She advocates for the educational and affective needs of gifted students and is a member of the central committee of QAGTC, and the Queensland representative for the Australian Association for the Education of Gifted and Talented (AAEGT), and has presented at state conferences. She is a member of the central management committee of QAGTC and the Queensland representative for the Australian Association for the Education of Gifted and talented.

Zundans-Fraser, Dr Lucia

Charles Sturt University

Dr Lucia Zundans-Fraser is a lecturer in the School of Teacher Education at Charles Sturt University, specialising in inclusive education and child development. Lucia’s professional career has focused on teaching and learning in multiple educational contexts – early childhood, primary and tertiary. She has earned three Masters Degrees and a PhD (in higher education course design). Her research examines higher education course and subject design, inclusive education legislation and policy, gifted education, pre-service teachers and their understandings of inclusion, and the use of evidence-based pedagogies in education. Lucia is the recipient of two national, and multiple institutional, teaching excellence awards and has led a comprehensive organisational change process in higher education learning and teaching. Her doctoral work examined course design in higher education and is titled Self-organisation in course design: A collaborative, theory-based approach to course development in inclusive education. This work has led to multiple publications in a variety of areas including distributed leadership, the need to utilise collaborative practice more actively in higher education, the need for professional standards in inclusive education and gifted education, and the need to value excellence in higher education learning and teaching.
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EDUCATION

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The UNSW School of Education offers a Graduate Certificate and Master in Education (Gifted Education). The programs are designed for teachers who would like to specialise in the field of gifted education.

The programs focus on contemporary issues involving gifted and talented students as well as the development of curricula and teaching strategies to meet their learning needs.

PROGRAM STRUCTURE

Both the Graduate Certificate and Master of Education (Gifted Education) can be completed in a range of flexible modes, including through online or blended learning, school holiday intensive courses and traditional evening classes.

From 2017, students will have the option to study the Graduate Certificate and Master in Education (Gifted Education) fully online (via specific courses).

Graduate Certificate in Education (Gifted Education)

Students will complete 24 units of credit including the following:

- One compulsory course (EDST 5808: Key Concepts in Gifted Education)
- Three elective courses from options within the Gifted Education specialisation.

Master of Education (Gifted Education)

Students will complete 48 units of credit the following:

- One compulsory course: EDST5808 Key Concepts in Gifted Education
- Three elective courses from options within the Gifted Education specialisation
- One elective research methodology course
- One independent project
- Two elective courses from the full range of Master of Education options

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EDST5808 Key Concepts in Gifted Education (online course)
An introduction to the key concepts and issues surrounding the field of gifted education in Australia and globally.

EDST5802 Identification of Gifted Children (online course)
Subjective and objective measures of identification, multiple criteria approaches, the domains of giftedness and how to accurately assess gifted students’ abilities and achievements.

EDST5803 Developing Programs for Gifted Students (online course)
This course focuses on current research on the components of appropriate program development for gifted and talented students.

EDST5805 Curriculum Differentiation and Assessment in Gifted Education (weekend intensive course)
The key concepts and issues in curriculum development for gifted students are examined.

EDST5806 Creativity and Giftedness (holiday intensive course)
Students will analyse and evaluate differing theories of creativity.

EDST5807 Social and Emotional Development of Intellectually Gifted Children (online course)
This course focuses on the social, emotional, and moral development of children of high intellectual potential.

KEY ACADEMIC STAFF
Dr Jae Jung
Dr Jennifer Jolly
Dr Susen Smith
Dr Peta Hay
A/Prof Kerry Thomas

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Ignite the Spark, Fuel the Fire: Innovative Differentiation is another exciting partnership between UNSW Australia and the NSW Department of Education, building on the very successful Leading Differentiation conference that was held in February 2016.

This conference will focus on innovative ideas and programs to differentiate the curriculum, in the context of the classroom, whole school and community of schools, as required by the NSW syllabuses for the Australian Curriculum.

Expressions of interest to present are now open.

The School of Education at UNSW Australia will host the 22nd World Council for Gifted and Talented Children (WCGTC) Conference in Sydney, Australia. The event is an opportunity for researchers, practitioners, parents, and other stakeholders to gather from around the globe to discuss the vital matters, issues, and concerns that impact the field of gifted education and gifted and talented children.

Strands include Giftedness and Talent: Models, Research, and Practice; Identification: Models, Instruments, and Approaches; Social and Emotional Needs; and Twice-Exceptional Learners, and more.

Call for abstracts open soon.
Ignite the Spark, Fuel the Fire: Innovative Differentiation is another exciting partnership between UNSW Australia and the NSW Department of Education, building on the very successful Leading Differentiation conference that was held in February 2016.

Date: 19 & 20 February 2016
Cost: $280 (includes materials, lunch and morning tea)
Location: UNSW Kensington CLB

This conference will focus on innovative ideas and programs to differentiate the curriculum, in the context of the classroom, whole school and community of schools, as required by the NSW syllabuses for the Australian Curriculum.

Expressions of interest to present are now open.

Date: 20 July - 23 July 2017
Location: UNSW Kensington
Website: www.worldgifted2017.com

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