

# QAGTC 2023 Conference

Program



17-18 March 2023

Brisbane, QLD

# Queensland Association for Gifted and Talented Children

## Conference 2023

Friday 17th March, Saturday 18th March 2023

Brisbane Convention and Exhibition Centre



### Gifted Groups: Diversity to Differentiation



**Dr Gemma Scarparolo**

What can we learn from gifted students and their parents? Implications for practice.

**Sue Prior**

Twice-Exceptionality and inclusive education. What do we know, what can we do?



**Dr Genevieve thraves**

Aboriginal perspectives of giftedness: What do we need to learn from these?



**Kyle Hattie**

10 Steps to develop great learners: Visible Learning for Parents



**Gifted Groups: from Diversity to Differentiation**

**Friday 17<sup>th</sup> March**

7:30am

**Registration and Sign in**

**Acknowledgement of Country**

8:30am

**Welcome to Conference**

*Anthony Stevens*

**What can we learn from gifted students and their parents? Implications for practice.**

9:15am

*Dr Gemma Scarparolo*

10:45am

**Morning Tea**

**Twice-Exceptionality and inclusive education.**

11:15am

**What do we know, what can we do?**

*Sue Prior*

12:45pm

**Lunch**

**Aboriginal perspectives of giftedness:**

1:30pm

**What we need to learn from these**

*Dr Genevieve Thraves*

3:00pm

**Close of day**

*Anthony Stevens*



## Gifted Groups: from Diversity to Differentiation – Saturday 18<sup>th</sup> March

7:30am	Registration and Sign in		
8:20am	<b>Acknowledgement of Country</b> <i>Anthony Stevens</i> <b>Official Opening</b> <i>Corrine MacMillan – MP Mansfield</i>		
8:45am	<b>10 steps to develop great learners: Visible learning for parents</b> <i>Kyle Hattie</i>		
10:00am	Morning Tea and networking		
	Plaza 9	Plaza 10	Plaza 11
10:30am	<b>Robertson State School: Diversity to differentiation</b> <i>Margaret Berry, Janetta Martina, Yvonne Lu &amp; Robyn Gray</i>	<b>Acceleration at the Southport School: Research based policies in action</b> <i>Dr Sarah Bond, Jasna Giebeler &amp; Robyn Gibson</i>	<b>Planning for differentiation: Challenges and opportunities</b> <i>Dr Gemma Scarparolo</i>
11:15am	<b>Diverse gifted voices: What's your pitch?</b> <i>Sue Prior</i>	<b>Vive la Difference: Catering to gifted diversity</b> <i>Barbara Mossman</i>	<b>IGNITE! A differentiated curriculum program for gifted students</b> <i>Trishelle Grieves</i>
12:00pm	<b>Using Maker's model to differentiate for diverse learners</b> <i>Michele Juratowitch</i>	<b>STEM to debating: Differentiating for your class</b> <i>Beth Hodson</i>	<b>Gifted Education in Australian Schools – Which models fit best</b> <i>Craig Haran</i>
12:45pm	Lunch and networking		
1:30pm	<b>A titanic journey: Embedding G&amp;T programs into school culture</b> <i>Paul Cavanagh</i>	<b>Planning for extension: At year level</b> <i>Christie Meiklejohn</i>	<b>What and who is giftedness for? An Aboriginal perspective</b> <i>Dr Genevieve Thraves</i>
2:15pm	<b>Selecting differentiation appropriate for diverse learners</b> <i>Michele Juratowitch</i>	<b>Parent connect session</b> <i>Mark Oliver &amp; Nicole Brownlie</i>	<b>Light years beyond their age: Responding to giftedness in the early years of learning</b> <i>Gail Young</i>
3:00pm	<b>Diverse differentiation: Using ACARA's content descriptions to support academic talent</b> <i>Monique Werda</i>	<b>The power of collaboration: hearing the school, parent and child voices</b> <i>Christie Meiklejohn, Dr Ursula White &amp; Harriet White</i>	
3:45pm	Conference Close		

# Presentation Abstracts and Presenter Biographies

*Friday 17<sup>th</sup> March*

**9:15 – 10:45**

## **What can we learn from gifted students and their parents? Implications for practice.**

Intellectually gifted students have specific educational needs. Therefore, it is valuable to learn about the experiences of these students and their parents to enhance teachers' knowledge and understanding to inform practice and provide the most appropriate educational experience for gifted students. In this keynote, Gemma will present an overview of relevant literature and prompt attendees to consider the implications for practice.

*Dr Gemma Scarparolo is a Senior Lecturer and the Master of Teaching Primary Course Coordinator in the Graduate School of Education at the University of Western Australia. Her research focuses on diversity, inclusive teaching (specifically differentiation and the universal design for learning) and teacher education. She is passionate about preparing pre-service teachers to be inclusive, responsive and empathetic teachers who know effective inclusive teaching approaches and understands how aspects of diversity, such as intellectual giftedness, can impact students and their parents.*

[Gemma.scarparolo@uwa.edu.au](mailto:Gemma.scarparolo@uwa.edu.au)

**11:15 – 12:45**

## **Twice-Exceptionality and inclusive education. What do we know, what can we do?**

Students with twice-exceptionality (2e) are an embodiment of paradox and possibility in our schools. 2e is an umbrella term used to describe students who are both gifted and have some kind of disability. However, this is a small heterogeneous population of students in special, gifted and mainstream education who may also be indigenous, learning English as another language, LGBTQI or experiencing a combination of other differences. As such 2e presents a unique opportunity to blend best practices through a systems approach across our fields, particularly as we transition to more inclusive and collaborative school communities valuing diversity. What does the inclusive education literature recommend for students experiencing twice-exceptionality? Have other interests hijacked inclusive education? Does inclusion really mean whole school approaches must include "each and every student"? Multi-tiered systems of support, dual differentiation and other approaches will be offered in this keynote including a call to action.

*Sue Prior is an international inclusive education consultant currently living in Brisbane. She has worked as a teacher in schools across three countries, including three states of Australia and as a system gifted education consultant in Brisbane, during 30+ years in education. Sue is a serial Doctoral student, and international presenter with a Master of Education degree in gifted education and leadership and a Bachelor of Education degree in Special Needs. She is also trained as a SENG model parent group facilitator. Her evidence-based research has grown from creative, collaborative, and inclusive education projects to designing and delivering personalised and strategic support for diverse learners and schools.*

[suprster@gmail.com](mailto:suprster@gmail.com)

1:30 – 3:00

### **Aboriginal perspectives of giftedness: What we need to learn from these.**

School-based understandings of 'giftedness' are often crafted from a particular cultural view of what constitutes intelligence and achievement. Additionally, common views of giftedness often associate intelligence with particular traits, aptitudes, and behaviours. This leads to a situation where gifted Aboriginal students are often overlooked in terms of their intellectual giftedness, but also in terms of their cultural gifts. This presentation will explore how the concept of giftedness is viewed and understood, and importantly expressed, for some of Australia's Aboriginal peoples. The presentation will also present some practical approaches that have been successful in identifying and supporting gifted Aboriginal students; both those that are intellectually gifted and those that might be considered culturally gifted by their community. Finally, the question will be posed: 'What do we need to learn from Aboriginal perspectives of giftedness?'

*Dr Genevieve Thraves (PhD) is a Lecturer in Learning and teaching, and Inclusive Education, in the School of Education, University of New England. Her research is focused on gifted and talented education. Genevieve's work has informed policy and improvement agendas at a national level. As the recipient of over \$1,400,000 in funding, she has had the opportunity to work closely with industry. Genevieve was the 2022 recipient of the John Geake Outstanding thesis award which is presented bi-annually by the Australian Association for the Education of the Gifted and Talented. She currently coordinates the Bachelor of Special and Inclusive Education (Primary at UNE, and has a strong teaching record, at both the school and tertiary level, in gifted education.*

[gthraves@une.edu.au](mailto:gthraves@une.edu.au)

Saturday - 18<sup>th</sup> March - 8:45 – 10:10

### **Keynote - Kyle Hattie**

#### **10 steps to develop great Learners: Visible learning for Parents**

*What can parents and caregivers do to ensure their children develop great learning habits that will help them achieve their maximum at school and in life? This is probably one of the most important questions any parent can ask, and now John Hattie, one of the most respected and renowned education researchers in the world, draws on his globally famous Visible Learning research to provide some answers.*

*Writing this book with his son Kyle, himself a respected teacher, the Hatties offer a 10-step plan to nurture curiosity and intellect and provide a home environment that encourages and values learning. These simple steps, based on the strongest of research evidence and packed full of practical advice, can be followed by any parent or caregiver to support and enhance learning and maximize the potential of their children. Areas covered include:*

- *Communicating effectively with teachers*
- *Being the 'first learner' and demonstrating openness to new ideas and thinking*
- *Choosing the right school for your child*
- *Promoting the 'language of learning'*
- *Having appropriately high expectations and understanding the power of feedback*

*Kyle Hattie is a Year 6 Teacher at Harvest Home Primary school (1000 students in north Melbourne). He has taught at all levels of primary school in NZ and Victoria, specialised in innovative learning environments, and was an acting Assistant Principal of Stonefields in Auckland. He is elected into the Exemplary Teaching Program, has been a Learning Specialist, and coordinated teachers in "The nature of learning" project to identify students and teachers conceptions of learning, leading a team in developing the school's 7 Learning Dispositions, and now integrating into the schools model of teaching and learning. He has been published in passion projects, and the nature of learning, and recently co-authored (with John Hattie) 10 Steps to Developing Great Learners.*

## Robertson State School: Diversity to differentiation

Robertson State School's Chinese Bilingual Program was the Regional winner and State finalist in the Premier's Showcase Awards for Excellence in Primary and the Early years in 2022. Our music students also won the State finals in the primary school Fanfare competition for Strings. Robertson is rated as one of the top State primary schools pushing above their weight in NAPLAN in year 5 over the last 5 years. Robertson started its journey as a development school for gifted education and today demonstrates contemporary practice and leading pedagogies in teaching and learning and parent engagement. We have consistently delivered leading outcomes for indigenous, twice exceptional and English as Additional Language (EALD) students throughout the delivery of the Australian Curriculum. Some of the expert Robertson State School teaching team will share their innovative teacher pedagogy and parent engagement strategies, which have delivered excellent outcomes for all gifted students.

**Margaret Berry** is a long-term educational leader across primary and secondary settings. She is currently the President of the QAGTC South and Principal of Robertson State School. Margaret has worked with parents of gifted children both in the school setting and within QAGTC South. She leads a high multi-cultural school community and with her team of teachers delivers quality education for the full range of gifted learners. - [mberr13@eq.edu.au](mailto:mberr13@eq.edu.au)

**Janetta Martina** is the Head of Department Curriculum and also held the position of Gifted Education Coordinator at Robertson State School. She works closely with teachers in developing units of work from the Australian Curriculum which differentiate for the full range of diverse and indigenous students.

**Yvonne Lu** is the Bilingual Coordinator and Year Six bilingual Chinese teacher in Robertson State School. After ten years of teaching in China, she started her bilingual education career in Robertson in 2018. Yvonne continued her study in the University of Queensland and completed her Master Degree of Educational Studies in the Field of Curriculum in 2020. Her research focus is the key elements for the application of Content Language Integrated Learning (CLIL). This year, Yvonne was appointed as the bilingual coordinator to support the effective implementation of the Australian Curriculum in the bilingual setting as well as to lead the development of in-class differentiation strategies with all the bilingual teachers for their multicultural gifted learners.

**Robyn Gray** instrumental music - strings teacher commenced her studies on the violin as a student of the Department and Education and Training's program in 1990 at Bundaberg West State School. She also studied at the University of Queensland with Spiros Rantos and was the recipient of numerous awards including the Sleath String Performance Scholarship and the Carl and Ruth Nielson Bursary. Robyn completed a Bachelor of Music in 2003 and a Masters of Music in Instrumental Pedagogy in 2005. In 2018, Robyn and her family moved to Melbourne and she was appointed 'Lead Teaching Artist' with the Melbourne Symphony Orchestra. She now also teaches for the IM Online Program in the Brisbane Metropolitan Region and one of her many ensembles was selected as the overall winner of the Primary School Fanfare 2022 Competition. Robyn has held the position of concertmaster for the Brisbane Philharmonic Orchestra and guest concertmaster of many other ensembles. She enjoys wearing sparkly brooches, sparkly shoes and telling really bad jokes every rehearsal.

## Acceleration at the Southport School: Research based policies in action

Acceleration is a highly successful strategy for extending learning for gifted & talented students, when applied within an appropriate research-based & policy-informed framework. This session will explore the policy, processes and procedures for multiple accelerative options at The Southport School, including early-entry to Reception, full-year level acceleration, single-subject acceleration and radical (multi-year) acceleration. The session will include a brief overview of related research, a discussion of the IOWA Scales for Acceleration, identification and implementation policy & procedures for various accelerative options and ongoing follow-up undertaken by the school. The session will include best-practice examples with student and parent feedback.

**Dr Sarah Bond (Ed.D)** is the Coordinator for Academic Talent Development programs at The Southport School (Senior School) and the Associate Dean for Teaching & Learning (New Teachers). She is also the Queensland Director for Tournament of Minds. Sarah's Doctorate is in Educational Leadership from the University of Florida, and she has previously worked as a Program Manager for Gifted & Talented programs and a Professional

*Development Specialist at the Abu Dhabi Department of Education and Knowledge (ADEK, formerly ADEC) and as a Gifted Specialist in Florida, in addition to teaching roles throughout the US. - [sarah.bond@tss.qld.edu.au](mailto:sarah.bond@tss.qld.edu.au)*

***Jasna Giebeler** began her career as an Early Intervention Special Education Teacher working with multiply profoundly disabled children and as a primary school teacher. She later became Executive Teacher and then Assistant Principal. She holds a Bachelor of Education (Primary), Master of Education (Special Education) and a Graduate Diploma in Gifted education. She has worked as an Education Consultant in both the NSW Department of Education and the Australian Association of Independent Schools and was the Head of Department - Learning Enhancement P-12 at St Andrew's Cathedral school in Sydney. Jasna is currently the Coordinator of Academic Talent Development Programs (P-6) at The Southport School. - [jasna.giebeler@tss.qld.edu.au](mailto:jasna.giebeler@tss.qld.edu.au)*

***Robyn Gibson** has been fortunate enough to have been part of the TSS community since 2014. During that time, I have played an important role in the formation of Years 7 – 11 Accelerated Mathematics program. Robyn commenced teaching in NSW in the early 80's in South Western Sydney, moving to the "The Shire" in the late 80's and then to ACT in early 90's where I married and had two children. Since relocating to the Gold Coast in 2001, I have taught at two Gold Coast private schools and been Head of Mathematics for 11 years. -*

*[Robyn.gibson@tss.qld.edu.au](mailto:Robyn.gibson@tss.qld.edu.au)*

## **Planning for differentiation: Challenges and opportunities**

Differentiation is necessary to meet the specific educational needs of intellectually gifted students. However, it is common for gifted students and their parents to report that differentiation is either not provided or not appropriate. In this session, Gemma will prompt attendees to identify and consider challenges that teachers may face relating to differentiation for gifted students, and identify potential opportunities for differentiation drawing on what is known and understood about differentiation and the specific needs of intellectually gifted students. The session will involve teachers and parents working together to plan for differentiation for gifted students.

***Dr Gemma Scarparolo** is a Senior Lecturer and the Master of Teaching Primary Course Coordinator in the Graduate School of Education at the University of Western Australia. Her research focuses on diversity, inclusive teaching (specifically differentiation and the universal design for learning) and teacher education. She is passionate about preparing pre-service teachers to be inclusive, responsive and empathetic teachers who know effective inclusive teaching approaches and understands how aspects of diversity, such as intellectual giftedness, can impact students and their parents.*

*[Gemma.scarparolo@uwa.edu.au](mailto:Gemma.scarparolo@uwa.edu.au)*

**11:15 – 11:55**

### **Diverse gifted voices: What's your pitch?**

You know the strategies but how do you make them stick in your collaborations? If we are to act to address the issues raised for diverse gifted students, then we need to be able to articulate them simply and briefly, to help others understand and act.

You know what to do, but how can we make it happen? Bring one gifted education issue most important to you, decide on your audience (classroom teacher, HOD, principal etc) and let's create an elevator pitch you can use so your diverse gifted students benefit.

***Sue Prior** is an international inclusive education consultant currently living in Brisbane. She has worked as a teacher in schools across three countries, including three states of Australia and as a system gifted education consultant in Brisbane, during 30+ years in education. Sue is a serial Doctoral student, and international presenter with a Master of Education degree in gifted education and leadership and a Bachelor of Education degree in Special Needs. She is also trained as a SENG model parent group facilitator. Her evidence-based research has grown from creative, collaborative, and inclusive education projects to designing and delivering personalised and strategic support for diverse learners and schools. - [suprster@gmail.com](mailto:suprster@gmail.com)*



## **Vive la Difference: Catering to gifted diversity**

In this workshop, Barbara Mossman will attempt to de-mystify the challenge of catering to gifted student diversity through differentiation by presenting a holistic, whole-school approach that engages, excites and broadens the horizons of its students. As educators tackle the task of catering to student diversity, most schools recognize the need to prioritise differentiation for the gifted as an equally important priority as catering to those who need learning support. For many schools, gifted students represent a conundrum due to their extraordinary diversity, the range of their needs and the fact they don't fit into a "one-size-fits-all" curriculum. Cannon Hill Anglican College's answer to this complexity lies in the provision of a gifted program which offers as much breadth as possible in both curricular and extra-curricular programs, built on a foundation of understanding student difference and individuality. To cater to student diversity, the Gifted Program offers the opportunity for students to select innovative electives that enable them to pursue ambitious passion projects, both individually and in groups, resulting in a range of extraordinary achievements in recent years. In addition, gifted students are catered to through a smorgasbord of extra-curricular offerings in combination with curricular extension and acceleration options in core subjects.

**Barbara Mossman** - *With a communications industry background and decades as an educator in respected Queensland schools, Barbara Mossman is passionate about the need to challenge students by catering to a wide range of student giftedness through both curricular and extra-curricular opportunities. In her role as Head of Gifted and Enterprise Education at Cannon Hill Anglican College she has done this by designing innovative electives such as The Project, which cater to gifted student diversity through enabling ambitious passion projects, as well as by offering a broad range of curricular and extra-curricular options to nurture emerging potential and encourage an aspirational student culture.* - [bmossman@bigpond.com](mailto:bmossman@bigpond.com)

## **IGNITE! A differentiated curriculum program for gifted students**

The core intention of differentiated learning opportunities is to advance the performance of all students, including learners who are highly able and have exceptional learning profiles. The IGNITE program is a unique, gifted and talented program implemented in a Prep – Year 6 Primary School setting that differentiates a challenging core curriculum and offers flexible choice offerings that are designed to engage and challenge diverse learners. Using evidence-based curriculum differentiation models, these carefully planned, coordinated learning experiences compliment and extend beyond what is being taught in the classroom. The program allows students to challenge themselves by combining the curricular strategies of enrichment and acceleration and integrates instructional strategies that engage learners at appropriate levels of challenge. It allows students to Ignite their spark! and Fuel their fire! in a supported and fun environment. The presentation explores the benefits of implementing specific extension and enrichment programmes and what this means for supporting students in schools and beyond the classroom environment to meet the unique needs of gifted learners.

**Trishelle Grieves** *has been privileged to work with students and teachers in a variety of P-6 Primary classroom settings for 24 years. She has also worked as a Learning Support Teacher: Gifted Education, analysing data and setting goals to implement unique and academically engaging learning programs for highly able and exceptional students through an environment that fosters creativity, curiosity and challenge. She is committed to sharing her passion for differentiated learning experiences and enjoys collaborating with parents, teachers and administrators to create and implement authentic and engaging curriculum opportunities that promote growth and confidence in students.* - [trishelle.grieves@gmail.com](mailto:trishelle.grieves@gmail.com)

## Using Maker's model to differentiate for diverse learners

June Maker is recognised as having developed a model for differentiating curriculum for the gifted. For those who are gifted and also have additional forms of diversity, (due to various forms of disabilities), it can be challenging to cater for the student's diverse learning needs while still covering the curriculum. How might a classroom teacher differentiate appropriately for a student with such diverse needs while meeting curriculum requirements? How might a parent advocate for a student's diverse learning needs to be met? This presentation will examine how to differentiate for diverse learners in a manner that is appropriate to the individual student while also focusing on the types of diversity.

**Michele Juratowitch** is Director of Clearing Skies and has worked with high ability students, educators and families of the gifted for many years. She is an author, a presenter at schools, universities and conferences and was awarded a Churchill Fellowship to investigate provisions for the gifted. She has provided counselling, advocacy, developed resources, conducted programs in schools, for GERRIC at UNSW and through her private practice, Clearing Skies. - [michele@clearingskies.com.au](mailto:michele@clearingskies.com.au)

## STEM to debating: Differentiating for your class

This session focuses on daily teaching practices and building collective efficacy using teacher experiences to examine differentiation. Example differentiation adjustments for students with a broad range of needs will be discussed -from physical, emotional, social and cognitive barriers to learning. Two case studies will be presented. Firstly, a formative face to face English assessment that draws upon differentiation models of Maker and Williams. This will be followed by an analysis of differentiation for a summative online STEM challenge that draws upon the theories of Kaplan and Tomlinson. A final discussion about some of the challenges and opportunities facing implementation of highly differentiated classrooms will be held.

This interactive session incorporates opportunities for structured professional dialogue and collegial practice. Time is allocated to discuss and work with small groups to evaluate how given examples and ideas could be modified to apply to the specific context of participants and the needs of their own students. To maximise participation in this session, participants are encouraged to have a specific assessment that they will soon teach and a specific gifted and talented student with unique needs in mind.

**Beth Hodson** - For almost 20 years Beth has worked with gifted and talented students from K-8. Focusing on quality differentiation, Beth has trialled, evaluated and shared practice with colleagues. Beth has worked in multiple contexts to create teams of layered expertise and thoughtful reflection. She has worked with University Academic Advisors and consultants to create cross school Action Research groups focusing on Formative Assessment, Mathematics and Arts Based education. Currently working with NSW first virtual selective school, Aurora College, Beth's focus is providing highly differentiated learning in Science and Maths, and delivering a pilot program for Gifted and Talented Aboriginal Students.

Highly Accomplished Teacher, BEd (Hons- first class), Certificate of Gifted Education, Master of Education (IT)

## Gifted Education in Australian Schools – Which models fit best?

Renzulli, Sternberg, Gagné, Gardner, Ziegler... There can be no doubt that gifted education has advanced due to remarkable insights from giants like these and others. However, it has been suggested that '...(A)t all four levels of analysis (philosophical, theoretical, research, and practice) the field of gifted education appears to fit the pattern of fragmentation, porosity and contestation...because interest-based camps cohere around differing, favored conceptions of giftedness' (Ambrose, Van Tassel-Baska, Coleman & Cross, 2010, p.471).

In this session which is designed for those who lead a gifted education program in a school or system, we will examine the historical paradigms which have shaped gifted education. Some familiar

and not so familiar models will be explored to identify their place in this evolution. We will then look at a research project currently underway through the University of Wollongong which seeks to provide insight into the way different models are used in Australia, as well as exploring the reasons why they are or are not successful in a particular context. Finally, you will be given the opportunity to contribute to this research by sharing your knowledge so that those who work with high-ability students in the future can benefit from your experiences.

**Craig Haran** - In addition to his qualifications as a high school Science teacher, Craig has completed two Masters of Education degrees, one in Teaching and Curriculum Studies, the other in Gifted Education. He has a proven history of designing and implementing initiatives in a wide variety of school contexts over the last 30 years, including those developed to cater for the wellbeing and curricular needs of high ability students. Craig is currently working towards a doctorate through the University of Wollongong, where his research focuses on the use of models of gifted education in Australian schools and the context specific factors which lead to successful implementation of these models.

1:30 – 2:10

### **A titanic journey: Embedding G&T programs into school culture**

Throughout the last 3 years, the Titans program has been refined and developed to cater for the needs of gifted students in years 7-10 at Sheldon College. Titans is a holistic program that uses soft skills as the basis to give gifted students agency and provide them with a community of diverse learners not restricted by age and KLA. The program provides students with early mentoring opportunities, chances to visit senior subjects of interest, participation in workshops focussed on the development of soft skills, choice to publish passion projects and participate in competitions in the wider community. At a school level, Titans has opened the door for teachers to discuss the benefits of catering for giftedness and led to the creation of a dynamic PLC that facilitates positive practice in recognising giftedness and providing differentiation. This presentation will look at the basics of the program and the impact it has had on school culture and teaching practice.

**Paul Cavanagh** has been a teacher for 20 years and the coordinator of academic talent at Sheldon College for 3 years. In this time, he developed a passion for working with gifted students and developed the Titans program to support the needs of gifted students across all KLA's. His background as a teacher of English, History and ICT have provided him a broad foundation to appreciate different kinds of giftedness in students which has led to a holistic understanding of how gifted students fit within the complex paradigm of a school dynamic. - [p.cavanagh@sheldoncollege.com](mailto:p.cavanagh@sheldoncollege.com)

### **Planning for extension: At year level**

This presentation explores how Albany Hills State School plans for extension within a student's year level curriculum. The presentation demonstrates how to explore the Australian Curriculum and find the depth and complexity that gifted students need to be happy and engaged learners.

Please Note: this is a repeat of what was shared at the 2022 State Conference.

**Christie Meiklejohn** is the HOD - Curriculum and Gifted Education at Albany Hills State School. Christie has been a project officer at two different regional offices, central office and several universities during her career. Christie specialises in the support, advocacy and curriculum provision for gifted and highly capable students and has expertise in curriculum differentiation. She is a passionate educator who has been leading gifted education at her school and supporting schools within South-East Queensland to grow their gifted education practice. - [cjmei0@eq.edu.au](mailto:cjmei0@eq.edu.au)

## What and who is giftedness for? An Aboriginal perspective

One of the defining issues that sits at the heart of investigations into varying cultural conceptions of giftedness is whether it is considered through an individualistic or collectivist lens. There is no doubt that educators and parents today are motivated by the need to ensure all students have their individual needs met, but there are scholars who suggest that gifted education should be viewed as a social service, with there being an expectation that gifted provisions will ensure the gifted young person emerges with a service ethic. Some scholars go so far as to argue young people who receive gifted provisions should be obligated to 'give back' by making a contribution to the world at large. This presentation will consider this position in light of the collectivist views of giftedness expressed by participants in a study that explored Yolngu perspectives of talent development. Points of similarity and tension will be discussed, and the question posed: Is it right to expect our gifted young people to change the world?

**Dr Genevieve Thraves (PhD)** is a Lecturer in Learning and teaching, and Inclusive Education, in the School of Education, University of New England. Her research is focused on gifted and talented education. Genevieve's work has informed policy and improvement agendas at a national level. As the recipient of over \$1,400,000 in funding, she has had the opportunity to work closely with industry. Genevieve was the 2022 recipient of the John Geake Outstanding thesis award which is presented bi-annually by the Australian Association for the Education of the Gifted and Talented. She currently coordinates the Bachelor of Special and Inclusive Education (Primary at UNE, and has a strong teaching record, at both the school and tertiary level, in gifted education. - [gthraves@une.edu.au](mailto:gthraves@une.edu.au)

2:15 – 2:55

## Selecting differentiation appropriate for diverse learners

Within any group of gifted students, there are diverse needs. It is important to identify what forms of adjustment will be made according to the students' levels of ability and their needs. Our society is very deficit-oriented; however, if a sensitive, gifted student is to grow up with a positive sense of capability and feel fulfilled, it is important that they develop requisite skills while focusing on their strengths and passions. This requires a paradigm shift with emphasis and focus placed on the individual gifted student's areas of strength and interest. By understanding the individual student's needs, it is possible to address their needs by differentiating according to the gifted student's requirements. This means a strength-based orientation is needed to determine the most appropriate form of differentiation for an individual gifted student.

**Michele Juratowitch** is Director of Clearing Skies and has worked with high ability students, educators and families of the gifted for many years. She is an author, a presenter at schools, universities and conferences and was awarded a Churchill Fellowship to investigate provisions for the gifted. She has provided counselling, advocacy, developed resources, conducted programs in schools, for GERRIC at UNSW and through her private practice, Clearing Skies. - [michele@clearingskies.com.au](mailto:michele@clearingskies.com.au)

**Nicole Brownlie & Mark Oliver** invite you to a Parent connect session

## Light years beyond their age: Responding to giftedness in the early years of learning

The experiences of the first five years of life have great impact on the future development of the gifted child. Giftedness by itself, does not ensure future success, wellbeing or the realization of potential. A thorough examination of the nature of giftedness clearly indicates that giftedness is a much broader developmental concept which impacts on the whole child and is demonstrated at different ways and at different times in the child's development. Children who are gifted must be provided with educational experiences which are developmentally appropriate and responsive to their particular needs and characteristics.

It is essential that those who accept responsibility for providing and planning curriculum for equity and excellence have both meaningful knowledge and understanding of relevant program provision for gifted students. Having awareness of the nature of giftedness will allow interactions which are responsive to advanced development and enhance on going successful educational achievement and overall wellbeing of gifted students.

In this interactive presentation critical reflection will establish the overall importance of creating a heightened awareness for differentiation curriculum that can ensure gifted children can benefit from curriculum that allows ongoing responses to their diverse individual needs and characteristics.

**Gail Young** is a Gifted Education Mentor at Holland Park State School. Gail has extensive experience engaging with a wide range of stakeholders allowing for success and wellbeing of identified gifted students through purposeful intentional collaboration.

Gail has previously presented her knowledge beliefs and understandings at conferences including the following:

- QAGTC State Conferences
- AAEGT National Conference
- IRATDE (International Research Association for Talent Development and Excellence)
- Asia –Pacific World Conference for Gifted and Talented Children

Gail is a central committee member of QAGTC Inc. Gail is a member of the World Council for Gifted and Talented Children. Gail has a Master's Degree specialising in gifted education and is a strong advocate for the curriculum intent to establish equity and excellence for gifted students. - [gyoung2@eq.edu.au](mailto:gyoung2@eq.edu.au)

3:00 – 3:40

## Diverse differentiation: Using ACARA's content descriptions to support academic talent

All students in schools can benefit from a differentiated version of curriculum designed for learners who display academic talent (Renzulli, 2005). While this research has grown over the years, issues of inclusion (particularly for high performing academic students) still remain. This presentation will investigate the ways in which the Australian Curriculum can be used as a vehicle to identify and support the academic talent of middle school students. The aim of this action research project is to explore the content descriptions and understand their leverage in creating and determining what knowledge and skills are required in order to ensure there is a focus on quality educational outcomes for high performing academic learners. This presentation considers the nuances of ACARA's content descriptions in relation to an Academic Talent Development program in a current state high school which explores the 'academic strengths' of each learner. Drawing on the research of Renzulli and Reis (2010), this presentation will address new ways to identify academic talent and create ongoing change for the education of high performing academic learners.

**Monique Werda** is a PhD student at Griffith University. Her thesis topic is in the field of gifted and Indigenous education. Monique is also a full time Head of Department of Academic Engagement at Keebra Park State High School where she leads teams to support and challenge high performing academic students. Monique's work in the field of gifted education includes presentations at the University of Sydney's FutureD conference and the QAGTC in 2019. She is also the former president of the QAGTC (Gold Coast). - [mwerd2@eq.edu.au](mailto:mwerd2@eq.edu.au)

## **The power of collaboration: hearing the school, parent and child voices**

This presentation will showcase the impact that strong, effective home and school collaboration can have on the learning outcomes of children. We will outline a highly successful model for initiating, developing and fostering strong home and school partnerships, highlighting the unique contributions that each stakeholder group brings to the partnership. We will share our experience of working within this model and identify the supporting research base for those who wish to read further. Barriers to forming effective partnerships and ways to avoid or overcome them will be highlighted. We will also showcase the importance of the student voice in designing and informing support strategies to best meet their needs, and we will invite a child who has experienced this model to share their perspective with the group.

**Christie Meiklejohn** is the HOD - Curriculum and Gifted Education at Albany Hills State School. Christie has been a project officer at two different regional offices, central office and several universities during her career. Christie specialises in the support, advocacy and curriculum provision for gifted and highly capable students and has expertise in curriculum differentiation. She is a passionate educator who has been leading gifted education at her school and supporting schools within South-East Queensland to grow their gifted education practice. - [cjmei0@eq.edu.au](mailto:cjmei0@eq.edu.au)

**Dr Ursula White** is mother to two twice-exceptional children, aged 12 and 10. Through extensive study and research, working collaboratively with healthcare professionals, she has guided and supported them through various misdiagnoses and missed diagnoses, finally landing on the correct selection of conditions. Outside of family life, Dr White worked for 10 years for the Department of Education, Disability and Inclusion branch, as a consultant low vision optometrist, supporting students with vision impairment throughout the state of Queensland. She has a PhD in the functional impact of disability and is particularly interested in how environmental adjustments can reduce the impact of disability.

**3:45 – 4:00**

**Conference Closing**



# QAGTC CONFERENCE

[WWW.QAGTC.COM.AU](http://WWW.QAGTC.COM.AU)

17th and 18th March, 2023 | Brisbane Convention and Exhibition Centre

## KEYNOTES

### Dr Gemma Scarparolo

What can we learn from  
gifted students and their parents?

### Sue Prior

Twice exceptional and  
inclusive education.

### Dr Genevieve Thraves

Aboriginal Perspectives of  
giftedness.

### Kyle Hattie

10 steps to develop great Learners:  
Visible learning for Parents.



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