The University of Western Sydney and the NSW Association for Gifted and Talented Children joint initiative to develop the knowledge and skills of parents and teachers.

Sunday 1st November, 2009 - Monday 2nd November, 2009

The Gifted Challenge Conference abstracts
Abstracts are presented in alphabetical order of the presenter with details of the time, place and audience for the presentation.

University of Western Sydney, Bankstown Campus (Building 5)
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Gifted Secondary School Students Catered for in Mainstream Classrooms Using an Integrated Curriculum |
| 10.45 | Leanne Dixon [12]                                                      | **The Western New South Wales Regional Virtual Opportunity Class: Providing extension and enrichment opportunities for gifted and talented students in regional, rural and remote settings**  
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| 12.30 | Lunch – Display of teaching resources                                | Foyer                  | **Using ACER tests to assist you in Identification of gifted students**  
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| 1.15  | Bernard Cohen [12]                                                    | Imaginative Understandings: how creative writing can provide insights into life and the nature of the universe  
**Imaginative Understandings: how creative writing can provide insights into life and the nature of the universe**  
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| 2.00  | Carol Barnes [14]                                                    | Focus on Parents – Raising Your Gifted ‘with-something-else-going-on’ Child  
**Providing Gifted and Talented Learning Experiences in a Mixed Ability Class**  
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| 3.15  | Jo Freitag [1]                                                       | Feetspeak: 2E shoes or How an injured ankle, Gagne’s DMGT model and De Bono’s Six Action Shoes helped me consider the needs of Twice Exceptional (2E) students: those who are gifted and have a learning disability  
**Integrated Underachievement Model: Interventions for Gifted Indigenous Underachievers**  
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| 4.00  | Dominic Hearne [13]                                                  | Gifted and talented education delivery at Waverley College  
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Grace Mugavero [2]  
**Integrated Underachievement Model: Interventions for Gifted Indigenous Underachievers**  
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| 5.00  | NSWAGTC Celebration Party and book Launch                            | Foyer                  | **Future Problem Solving**  
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**Using ACER tests to assist you in Identification of gifted students** |

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2. Professor Barbara Holland (UWS PVC – E)  
3. Denise Wood (NSWAGTC)
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<td>Rhonda Filmer [LT4] - Gifted underachievement and the twice exceptional child: developing self-efficacy through realistic self-assessment, goal-setting and individualised programs</td>
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Jane Caro wears many hats; including author, lecturer, mentor, social commentator, columnist, workshop facilitator, speaker, broadcaster and award winning advertising writer.

The common thread running through her career is a delight in words and a talent for using them to connect with other people. A skill she developed and honed during her very successful 30 years as an advertising writer.

Today, Jane runs her own communications consultancy and lectures in Advertising Creative at The School of Communication Arts at UWS.

She has published two books; “The Stupid Country: How Australia is Dismantling Public Education” co-authored with Chris Bonnor (UNSW 2007), and “The F Word. How we learned to swear by feminism” co-authored with Catherine Fox (UNSW, 2008) and is working on a third.

Jane is sought after as a speaker and workshop facilitator by a wide range of organisations, in both the public and private sectors, including most recently the AEU, ACTU, Urban Development Institute of Australia, The ATO, Sydney Leadership (NSW Benevolent Society), Women in Finance and AMP. She is also sought after by the media to comment on a range of issues from advertising and marketing to education, feminism, women and work, and parenting. She has appeared on Channel 7 Sunrise, ABC’s Q&A, and is now a semi-regular panellist on Richard Glover’s Political Forum on Radio 702. She is also a regular panellist on the ABC’s top-rating show on advertising “The Gruen Transfer.” She filled in for presenter Richard Aedy, hosting Radio National’s iconic “Life Matters” between 30/9/08 – 3/10/08, and 20/4/09 – 24/4/09. She remains in high demand by advertising agencies as a freelance writer and her advertising work has won many national and international advertising awards including Cannes (2004), AWARD, London International, ATV, Asia Pacific, One Show, Mobius, Kinsale, and Caxton.

Jane is often asked to judge both national and international advertising award shows and remains the only woman to have been Chair of Judges of AWARD (Australasian Writers and Art Directors Association) and both Adelaide and Brisbane Art Directors Awards. She writes a regular column in Education Review and mentors young businesspeople through McCarthy Mentoring. She is on the Boards of Bell Shakespeare and the NSW Public Education Foundation. She is also the mother of two daughters, a wife, a beef producer and a timber grower.
The Future Makers - www.thefuturemakers.com.au

“An exciting snapshot of the emerging sustainable energy industry in Australia” - Sara Phillips, G Magazine.

With recent attention on global warming, there’s been a big focus on the problem, but what about the solutions? The Future Makers documentary tells the story of key Australians leading the way on the world stage in renewable energy. Some are designing a future based on models in nature. Others are creating a sustainable energy model for a 21st C economy.

People creating solutions that won’t cost the earth.

Here’s what people have been saying about The Future Makers:

“This is a fantastic, inspiring documentary. All politicians and the media should consider this compulsory viewing. Australia has so much to gain when it comes to embracing renewable energy”. Leon Young, Change 2

“The power of Maryella Hatfield's documentary is to corral (the scientists together). The future-makers' collective might send a chill through the coal industry, which they consider a 19th-century relic on its last gasp. This isn't Green Left Weekly talking but hard-nosed scientists getting down to the competitive business of making energy in the 21st century. Rick Feneley, The Sydney Morning Herald

Maryella Hatfield trained as a director at the Australian Film Television and Radio School (AFTRS). She worked as a director, writer and producer for many years with a strong interest in environmental issues. Her first short film Eden, explored wood chipping in the South East forests from the Aboriginal perspective and was nominated for a Dendy Award. The Future Makers documentary was based on extensive research into sustainability leaders and their projects. The film represents just a fraction of the great work occurring in Australia and around the world.

Ecological design is a key theme within the film, with a particular focus on bio-mimicry, or innovation inspired by nature. The documentary premiered on Discovery Channel in Dec 2008 and was broadcast across the Asia Pacific throughout 2009. It was screened at The Rhode Island Film Festival, and is about to be screened in Toronto’s 2009 Planet In Focus Film Festival.

Maryella lectures in Media Production in the School of Communication Arts at the University of Western Sydney. She has been working with students on media coverage of the recent Powershift conference held at UWS, which involves extensive use of social media networks to communicate the issues. She taught at UNSW in media and communications, and Ecosystems, Technology and Human Habitation. She worked in Thailand on a large scale regional Thai-Australian project addressing environmental problems in the country’s North East. This involved strategies in reafforestation, agriculture, fisheries and hydro-engineering. This experience highlighted to her the need for effective communications regarding complex environmental and social issues. Prior to this, she taught in high schools in Sydney, country NSW and London.
Are you a parent who is new to gifted education? Perhaps your child has just been identified as gifted? Or learning disabled? Or ADHD? (Or all of these!) Maybe you’ve been wondering why your gifted child seems to have lost interest in learning and has become an underachiever. Not so much a workshop as a chill-out room or a support group, this session will be led by a parent who has been where you are now. You’ll be offered some explanations for your child’s difficulties other than, “He’s certainly bright, but he’s just a silly lazy boy!” And you’ll be reassured that your gifted child’s current problems are not “all your own fault”. If you’ve never heard words such as ‘differentiated curriculum’, ‘overexcitabilities’, or ‘Linda Silverman’, then this is the workshop for you. Come and meet some parents who will understand your child’s unique needs and who will say something other than, “So if she’s that bright, why doesn’t she just try harder?” If you’re determined to find a way to force your gifted child to get nothing short of a UAI 100, then this is not the session for you. If, however, you’re keen to learn some strategies which will “work” for gifted children - next week and next decade - then come along and have a bit of a rant and a vent. Kleenex provided! No prior knowledge assumed. No unexplained jargon. And no powerpoint in sight!

carol@bartink.com.au

Under the auspices of the NSW Association for Gifted and Talented Children, Carol Barnes is the convenor of a support group for the parents of children who are both gifted and learning disabled. Carol is not a psychologist or an educator. Rather she is a lawyer, a linguist and a university lecturer, but most importantly, the mother of two gifted teenagers, each with multiple learning disabilities. In addition to speaking at parent meetings, Carol regularly does volunteer telephone and email counselling for parents, principally in the areas of giftedness, learning disabilities, emotional intensity, ADHD, underachievement, disability discrimination legislation, and school advocacy. She assists parents in preparing for a meeting at their child’s school and in interpreting a child’s IQ assessment and LD reports. She also advises parents, teachers and allied health professionals on drafting applications for special exam provisions for LD children under both the state and the IB systems.

Key words: parents, gifted and learning disabled ,advocacy, underachievement
There is no doubt that gifted adolescents need to have their gifts nurtured and developed through the school experience. The best practice to achieve this goal is couched in some controversy. Some educators believe that separate class placement is the best option for gifted adolescents, while others believe that enrichment programs are the solution. Research indicates that while there are many options for meeting the needs of gifted adolescents, there is no debate about the fact that their needs have to be met.

A belief in effective ways of learning, results in programs that are dynamic, based on research and answer some of the questions that gifted adolescents pose and are interested in. Using the paradigm of effective teaching and learning, the academic as well as the social and emotional goals of gifted adolescents can be achieved.

The case of a mainstream high school is highlighted here. In this school using an enrichment and advanced placement program, various areas of the curriculum are integrated and gifted adolescents choose areas to research and produce a product. They are given the freedom to choose areas to investigate using Board of Studies objectives and levels of study they feel capable of. Assessment of tasks is negotiated on an individual basis and advanced placement is awarded on the basis of merit of the research area. This reflects sound pedagogy and helps to meet the needs of many students who otherwise may not achieve in the mainstream setting.
Bernard COHEN

*Imaginative Understandings: how creative writing can provide insights into life and the nature of the universe*

This creative writing workshop will take an experiential, role-playing approach to moving from observation of the universe and life on earth through creative writing to discussion and literary articulation of metaphysical ideas. Its goal is to incorporate ideas from the sciences and mathematics into creative literary practice and to bridge these two often contrasted areas of intellectual practice. We start out sitting around our imaginary bonfire and look up. The workshop will be conducted by Bernard Cohen, who founded The Writing Workshop in 1996. Bernard believes that creative writing ought not to be a small corner of the English syllabus but has applications across all subject areas. This workshop condenses part of a series of creative writing and metaphysics workshops piloted earlier this year with a year 6 opportunity class at Summer Hill Public School.

bernard.cohen@bigpond.com

Audience: teachers

Bernard Cohen is director of The Writing Workshop, which conducts after-school, in-school and holiday creative writing courses for children and young people. After almost 20 years experience conducting writing workshops for young people, Bernard founded The Writing Workshop in 2006. Since then he has educated over 4000 children and young people, mostly in workshop series. He also conducts in-service courses for teachers. Bernard’s experience with gifted and talented groups including the Whitlam Institute’s “What Matters” writing award workshops, Penrith Anglican College Extension Day (PACED) and through the many G&T children and young people in his regular workshops. Bernard is the author of four novels and a picture book. These have been published around the world and awarded (among others) the 1997 Vogel Prize and 2001 Arts Council of England Writer's Award. Bernard has a unique three inclusions in the Sydney Morning Herald's Best Young Novelists, though he’s older now.

Key words: creative writing, observational strategies, metaphysical poetry, fiction
Terri CORNISH  

**Using ACER tests to assist you in Identification of gifted students**  

The Australian Council for Educational Research (ACER) is committed to creating and distributing research-based knowledge, products and services to improve learning across the lifespan in both formal and informal settings. Established in 1930, ACER has a long history and solid reputation as a provider of reliable support to education policy makers and professional practitioners.

ACER Press publishes and distributes over 4000 books, journals, tests, assessment instruments and programs. All of their publications are evidence based and ACER Press is supported by the research body of ACER.

During this presentation Terri will explain the benefits of using ACER tests to assist in their identification of gifted students. There will be particular emphasis on the Middle Years Ability Test (MYAT) and the ACER General Ability Tests (AGAT). Both tests of general intellectual ability, designed to assist teachers in their assessment of students' learning potential and overall aptitude. The AGAT Covers years 2 to 10 and is a thoroughly researched and nationally normed assessment instrument. The MYAT covers years 5 to 8. The MYAT provides a multifaceted estimate of a student's level of general intellectual abilities in the domains of literacy, numeracy and non-verbal reasoning. Both the AGAT and the MYAT allows teachers to make comparisons between the learning achievements of a student (or group of students) and other Australian students - both at their own year level and other year levels included in the reference sample. As well as the total score, sub-scale scores can be calculated to provide a profile of each learning area tested (literacy, numeracy and non-verbal).

cornish@acer.edu.au

Audience: Primary and High School Teachers

Terri Cornish is the New South Wales, ACT and Northern Territory Education Consultant at the Australian Council of Educational Research Press division. She has a Bachelor of Education with Honours and has commenced her Master in Education. One of her particular interests is gifted education and she is often asked to discuss how ACER's assessments can be used as either screeners or gifted identification tools.

She liaises closely with schools to identify their needs in relation to teaching resources and assessments to help improve teaching and learning. She has conducted many presentations related to implementation of assessment and programs at school level, regional meetings and to university students. Prior to joining ACER in 2004, Ms Cornish's professional experience included working at the Australian Publishers Association and the Children's Book Council, has managed two children's bookshops, and was the National Sales Manager of a large school library supply company.

Key words: improving learning, ACER tests, identification of giftedness, effective assessments, learning achievements
Catering effectively for the educational needs of gifted and talented students can be a challenge in itself, but when the students are spread far and wide and often isolated, the challenge becomes even more significant. With our current advancements in technology, we now have the facilities to be able to reach these students and provide them with programs and provisions they may never have had the opportunity to experience in the past. Students across Western New South Wales currently have access to a program known as ‘The Western New South Wales Regional Virtual Opportunity Class’. The Western New South Wales Regional Virtual Opportunity Class, commonly known as the RVOC program, is an online program designed to provide extension and enrichment opportunities for gifted and talented students in Years Five to Eight. Students access the program via a Moodle (Modular Object-Oriented Dynamic Learning Environment), which is basically a virtual learning environment. This allows students in regional, rural and remote areas to take part in a program that not only caters for their needs, but also fosters the fulfilment of often unearthed potential. Students in the program are facilitated by specially selected teachers across the region that have post graduate qualifications in gifted education.

Leanne Dixon is an Assistant Principal at Orange Public School. She has a Master’s Degree in Gifted Education and works with staff across Western NSW to implement a variety of programs and provisions for gifted and talented students. Leanne coordinates the i.xtend program (formerly known as the Western NSW Regional Virtual Opportunity Class program – an online program for gifted and talented students in Middle Years). She is an active member of the NSWAGTC Central West Support Group for Parents and Teachers and she is a facilitator for an intensive GATS online program run by the NSW DET.

Key words: Challenging, technology, opportunities, virtual learning environment
Lindsay DONNAN, Maria BOUSNAKIS, Tracy BURNS, Grace MUGAVERO

**Integrated Underachievement Model:**
*Interventions for Gifted Indigenous Underachievers*

The Integrated Underachievement Model (IUM) uses pedagogical and affective interventions to increase the academic self-efficacy of underachieving students with a special focus on gifted underachieving Indigenous students.

The Integrated Underachievement Model has been developed to assist teachers in:
1. identifying underachievers,
2. profiling students,
3. planning interventions,
4. selecting and designing curricula aimed at enhancing academic self-efficacy of students,
5. monitoring and assessing students progress, and
6. evaluating the intervention program.

The IUM Underachievement Intervention Record provides a variety of possible intervention strategies to suit Indigenous underachievers who could also be considered invisible or selective underachievers. Group or individual interventions may be planned based on the needs or possible causes of their underachievement that were identified when student and class profiles were created. The most successful intervention strategies for avoiding or reversing underachievement are “child-centred, accentuate student strengths and value student interests”. (Baum, S.M., Renzulli, J.S., & Hebert, T.P., 1995: 225).

Our schools are currently utilising the IUM Intervention Record to design and provide specific withdrawal programs / interventions for underachieving students. The school interventions include:
- curriculum intervention,
- numeracy project,
- Interest-based learning using ICT
- research of eminent Indigenous/non-indigenous Australians,
- specific Indigenous units of work,
- mentoring for the future/career education,
- leadership for reconciliation program,
- Wingara – A place to learn and to think.

The IUM aims to uncover the true potential of underachieving Indigenous students: “Like pearls hidden in shells, they are frequently difficult to discover, but certainly worth the search,” (Begoray & Slovinsky 1997:3)

**lindsay.donnan@ceosyd.catholic.edu.au**

**Audience:** Teachers

Lindsay Donnan has held a number of principal positions in the Archdiocese of Sydney, many of these schools have had Indigenous students. In her current role as Gifted Education Officer for the Archdiocese of Sydney, she works closely with the Indigenous Education Advisers and is a member of the Aboriginal Advisory committee. She has overseen the distribution of scholarships to Indigenous students in primary and secondary schools. Lindsay has coordinated a program which focused on identifying gifted invisible underachievers under the leadership of Dr. Graham Chaffey. For the past three years Lindsay has targeted three schools to be involved in the Indigenous Underachievement project, and has organised and coordinated the funding of the project. In addition to a Certificate of Gifted Education, Lindsay has a Master of Education degree (Gifted Education).

Maria Bousnakis has worked for independent schools and Catholic schools in the Inner-West of Sydney for twelve years. During this time Maria has focused on developing and implementing curriculum that enhances academic self-efficacy of underachieving students.

Tracy Burns has worked for Catholic schools in the South-West of Sydney for thirteen years. She has a Master of Education Degree (Gifted and Talented). Tracy is a qualified Coolabah Dynamic Assessment (CDA) trainer.

Grace Mugavero has worked in Catholic schools in the Parramatta Diocese and Eastern region of Sydney for twenty years. She is currently working in a disadvantaged school with a large Indigenous population.

**Key words:** Identifying underachievers, intervention strategies, potential, Indigenous students
For the past 19 years I have designed and run weekend residential camps for gifted 7 – 12 year-old children and their parents. These 60+ camps have been held in a wide variety of locations in Australia with about 3000 children and 1500 parents attending. The camps are designed to address the needs of gifted children to have understanding, challenge, a sense of belonging and acceptance, room to risk take and make mistakes and most importantly an opportunity to find friends. It is often the academic/cognitive needs that are most easily identified and focused upon and therefore the provisions that are sought by parents and provided by teachers are primarily academic. Both the literature and my experience would support the equal importance of understanding the social emotional needs of our gifted children. Both differentiating their cognitive experiences and providing social safe havens with true peers are essential for these children. This presentation will provide insights into the design and execution of these residential camps. Comments from children and parents who have participated in the camps over the years will illustrate how the use of enrichment activities, access to passionate subject experts, mentoring and families learning together has impacted on them.

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Helen Dudeney 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 camps for 3 –16 year old children and their families 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 are visual spatial learners. She has completed the Certificate of Gifted Education at University of NSW and a Master of Adult Education. During the past 6 years she has been a lecturer in Gifted Education at Australian Catholic University - Strathfield and Murdoch University in Perth. 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. Helen is a regular presenter and attendee at State, National and International Gifted Conferences.

Key words: Belonging, acceptance, opportunities, mentoring, social emotional needs
I Found a Friend!!
“The career of childhood is to develop social competence and friendships.” Lavoie (2006)

Social skills are the foundation stone of a child's development and allow children to:

- interact with others more positively and manage their emotions
- establish and maintain quality friendships
- experience success at school
- increase their independence.

This workshop will look at the social and emotional characteristics of gifted children and consider the impact precocity and asynchrony have on developing productive social skills and the establishment of quality friendships. Based on the Stepping Stones Social Skills courses I have been running for gifted 5 – 14 year olds over the past 4 years we will consider a range of practical strategies teachers and parents can implement to support their gifted students or children. We will also look at examples of visual supports that students have reported to be useful from the course. By the end of the workshop participants will have a range of tools to use with their children or students.

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Audience: parents, teachers, counsellors

Helen Dudeney 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 camps for 3 – 16 year old children and their families 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 are visual spatial learners. She has completed the Certificate of Gifted Education at University of NSW and a Master of Adult Education. During the past 6 years she has been a lecturer in Gifted Education at Australian Catholic University - Strathfield and Murdoch University in Perth. 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. Helen is a regular presenter and attendee at State, National and International Gifted Conferences.

Key words: friendship, emotions, social, asynchrony, affective
We know a great deal about gifted students, their curricular, social and emotional needs and the optimal educational environments in which they thrive. We also know the realities of the provisions made for gifted students in many school environments. Gifted children are asynchronous (The Columbus Group, 1990) and at any point in time will have demonstrable relative *highs* and *lows* in their school performance levels. Armed with understanding of the individual learning profiles of their gifted students a highly skilled teacher can help gifted students to take responsibility for their own learning through realistic self-assessment, goal-setting and individualised programs.

Information gained from psychometric reports and those of other professionals can be used to design Individual Education Plans or extension/enrichment programs to enhance the self-efficacy and academic growth of our gifted students. Silverman (2003) noted that ‘as many as one in six gifted students have a learning disability such as central auditory processing disorder (CAPD), difficulties with visual processing, sensory integration dysfunction, spatial disorientation, dyslexia and attentional deficits. Giftedness masks disabilities and disabilities depress IQ scores.’ Gifted students with learning disabilities are primarily gifted students first whose passions, interests and strengths must drive any intervention programs.

For the last seven years, in close collaboration with families and educators (ideally) I have designed and delivered academic interventions to assist gifted students, ranging from moderately to profoundly gifted and from 6 to 16 years old, to realise their academic potential when they have experienced a ‘poor fit’ in their educational setting. Working one-to-one on an individualised program involves not only attention to the intellectual/cognitive and learning profile of a student but a sharing of interests, values, attitudes and skills, the socio-affective elements in the child. It is a mentoring relationship.

I will share several case studies and quantitative analyses that informed my programming decisions with workshop participants. A round table setting allows for participants’ observations and insights to be shared and discussed in light of their own practice and students’ needs.

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**Audience:** teachers, parents, community

Rhonda Filmer worked as a primary teacher in public schools before becoming the inaugural Gifted and Talented Co-ordinator at St Andrew’s Cathedral School, Sydney. She now runs an educational consultancy called *Twice Exceptional*. Her professional interests include GLD or twice exceptional children, gifted underachievement, current diagnosis and treatment of learning disabilities, curriculum differentiation and teacher education. Her case studies form a growing body of research. Rhonda is currently a Vice President of the NSW Association for Gifted and Talented Children.

**Key words:** self-efficacy, academic growth, academic interventions, realising potential
Parents of gifted children find themselves faced with many challenges as they raise their children through the early years. Much debate is given to the subject of ‘Giftedness’ and how it is defined, the needs of these children, and the educational strategies that should be in place in the classroom.

Drawing on personal observations, conversations and a variety of readings, some realities, key factors and values will be discussed. These have become apparent during the last 14 years of wearing the ‘parent hat’ to gifted children, who span the spectrum of giftedness.

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Mary is a mother of 3 gifted children. Her eldest child has been identified as an auditory sequential learner and the second born, a visual spatial learner. Her youngest child shows signs of being an auditory sequential learner but has yet to be assessed.

Early on in her parenting years, Mary realised that she needed to equip herself with knowledge and information regarding raising and educating gifted children. The children have experienced the education system both here in Australia and for a short time in the United Kingdom, where Mary sought out workshops for gifted children.

Mary is the Resource Centre Coordinator for the New South Wales Association for Gifted and Talented Children at Merrylands.

Key words: defining giftedness, challenges, educational strategies, spectrum of giftedness, factors and values
In my own experiences as a mother, in my >30 years as a teacher and in my work as a school counsellor and registered psychologist I have seen children and adolescents that are walking on the brink of a very deep precipice. When Dr Marie Bashir opened the 2002 Australasian conference in Sydney, she commented on the potential and high frequency of mental health problems in the gifted population. There has been a considerable rise in the incidence of mental health disorders in young people faced. Between 10% and 20% of youth will, at some time, experience stressful times and have mental health disorders that are severe enough to seriously impede normal functioning. Since 2007, access to registered psychologists for assessments, counselling and interventions has been made easier and more accessible through Medicare Enhanced Health Care Plans. This workshop will use real-life case studies, a sound theoretical basis from key literature and participants' own experiences to assist the participants to: 1. Reflect on real cases, their own experiences and literature to identify the socioemotional characteristics of gifted children and adolescents. 2. Gain an understanding of the psychoeducational and counselling approaches that will best meet the socioemotional and mental health needs, build resilience in children and adolescents 3. Be challenged to consider differences in counselling and psychoeducational approaches to better address the socioemotional and mental health needs and to build resilience and empower gifted children and adolescents. 4. Be presented with a number of counselling strategies and approaches that can be used by counsellors and the children themselves to work “in the Gifted Crescent” : to build resilience and emotional strength in gifted children and adolescents.

Anne Flood is a teacher of more than 30 years experience in Secondary schools, 18 years as a counsellor and 7 years as an Intern and registered psychologist. She works in DET schools, especially Primary schools in Wagga as a school counsellor. She also conducts her Tall Poppies Assessment & Counselling Centre and is involved in Enhanced Health Care plans for children and adults. She has been the Wagga Wagga Region coordinator for NSWAGTC for over 10 years.

Key words: Socioemotional needs, counselling, mental health
Jo FREITAG

Feetspeak: 2E shoes or How an injured ankle, Gagne's DMGT model and De Bono’s Six Action Shoes helped me consider the needs of Twice Exceptional (2E) students: those who are gifted and have a learning disability

Is there an ideal education program to cater for the needs of students who are both gifted and have a learning disability? This workshop considers Prof. Francoys Gagne's DMGT model and the work of Dr. Linda Silverman, Stephanie Tolan and others and uses Edward de Bono’s Six Action Shoes as a framework to consider courses of action. A series of animations, Feetspeak cartoons, participation exercises and anecdotes about the practical problems caused by Jo's sprained ankle help to raise awareness of how it feels to be a 'lame cheetah' and the strategies that can be incorporated into programs for twice exceptional students.

jo@giftedresources.org  Audience: teachers, parents, counsellors

Jo Freitag, the mother of four gifted children, co-ordinates the not-for-profit Information Service, Gifted Resources. Jo maintains the Gifted Resources website, develops a series of Film Discussions and produces the Gifted Resources email newsletter. She has worked in public and school libraries and has home-educated two of her children at secondary level. She has also written teaching units and programs for Church Sunday Schools. Jo has given presentations to parent support groups, national and international conferences on topics such as the needs of the gifted and importance of parent support groups, locating information relating to giftedness, film discussions and home educating gifted children.

Key words: twice-exceptional, de Bono's Six Action shoes, program planning, teaching strategies
An enduring question for educators of the gifted is “How do we nurture the affective dimension of the gifted - their heightened interest in justice, ethics, and global concerns. How do we connect our students and the subjects we teach to the great existential questions - What is the purpose of my life? How am I to live?”

Starting with the concept of “Justice”, this program engages with such questions and addresses the gifted child’s need for depth, complexity, and abstraction. Students are exposed to a broad smorgasbord of justice issues – both local and global – utilizing media articles, global agreements, literature, film and simulation games. They engage in an independent research study of a justice-related question of their choosing, utilise a primary source and present their research. The culminating “Justice Expo” develops skills of creative production and persuasive advocacy as students present their learnings visually, incorporating a 'Be the Change' product - something that inspires the audience to take action in the student’s focus area, to “be the change you wish to see in the world.” (Gandhi)

Many curriculum models and research threads have contributed to the development of the Integrated Justice Unit, including Maker (1982), Kaplan (1993), and Van Tassel-Baska's Integrated Curriculum Model (2002), the work of Wiggins and McTighe (Understanding by Design, 1998) and Kuhlthau and Todd (Guided Inquiry, 2004).

This workshop will offer resources, templates and exemplars that will inspire and equip participants to implement similar programs for their gifted students.

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Audience: high school teachers, parents

Rosemary Hammerton has been an educator for twenty five years and has worked across all sectors – primary, secondary and tertiary. She is currently working as the Gifted Education Co-ordinator at two Sydney schools, one K- 6 and one 7-12, and conducts teacher workshops with Teacher Training Australia. She has a passion for designing engaging differentiated curriculum and for helping teachers meet the learning needs of all students. She contributes to a number of educational journals and also works in a mentoring capacity with gifted young people. Rosemary has presented at National and International conferences on a variety of topics including innovative curriculum design, addressing the social and emotional dimensions of the learner, and designing interest-based, independent research tasks that foster ethical thinking and deep learning. Her presentations incorporate many practical ideas and strategies that can be adapted for any classroom.

Key words: Creative production, persuasive advocacy, justice, ethics and global concerns
Waverley College is a Catholic Independent Boys (Year 5 – 12) school in Sydney. As part of its syllabus, the College offers a 200 hour Board of Studies endorsed course as part of the School Certificate offerings in Year 9 & 10. This paper will examine how Waverley determined this would be the best mode of delivery; the preparation involved in the submission of the course and the actual material covered in the course. The paper will also look at student reaction to this course.

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Mr. Dominic Hearne has been the Learning Enrichment co-ordinator at Waverley College since 2006. Previously he has been Head of Computing and Information Studies and Director of Liturgy at Waverley College. His ranging and ecumenical study path involves degrees in Education; English Literature; Librarianship; Theology and Computing Education.

Key words: Best practice teaching model, gifted and talented, student reaction, syllabus
East Hills Boys High School is a comprehensive boys high school in the South West region of Sydney. It attracts students from a wide drawing area and a variety of ethnic and socio-economic backgrounds. It was a perception in the School Community that in the boys’ school context, peer and social pressures quickly acted on gifted students as they felt the need to limit their potential to conform to perceived norms in order to gain peer acceptance. Some of these students had attended OC classes, external tutoring or by other means had achieved many of the Stage 4 or Stage 5 outcomes before they arrived in high school. It was seen as important to develop a sub culture that promoted excellence within the School to combat the normalising influence of peer pressure. A program called Kensai was developed to address these issues. The boys benefited from the “different” activities offered in Kensai. Students enjoy the opportunity to direct the learning they undertake rather than being constantly dictated to by the demands of programs, syllabi or a ‘middle of the road expectation’ that is often made of them in mainstream classrooms. Kensai sessions serve this purpose by giving the students an opportunity to develop social contact in an environment supportive of academic excellence. Without these sessions, Kensai would not be successful because these times are used for competitions, workshops, projects, research, briefing and debriefing in a friendly, non-confrontational, nurturing environment. These interactions have many of the aspects of mentoring. Students are taught to address problematic knowledge through substantive communication in order to develop deep knowledge and understanding. The tasks are of significance to the boys due to the degree of input they have in choosing the topics after due reference to their background and cultural knowledge.

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Audience: teachers, parents

Sharelle Hurley is a teacher of the Gifted and Talented at East Hills Boys High School. She also works with students with other special needs. After early years in middle school education and some time away for child rearing, Sharelle returned to the DET in a variety of capacities including an Itinerant Support Teacher for vision impaired students and later as a class teacher at Lawrence Hargrave SSP which caters to ED, BD and CD students. These experiences confirmed the importance of engagement and relevance in the motivation of students at every level of academic ability.

Sharelle began at East Hills Boys High School as a Support Teacher Integration and after beginning her Master of Teaching, Special Education, was invited by her Principal, Mr Rod Brooks, to develop a program of extra curricular enrichment for gifted and talented boys. This program began in 2004 and is ongoing and ever evolving.

Key words: secondary, boys, enrichment, mentoring, culture
The idea of an Academic Olympics is not new. A school in Sydney runs a very efficient version of this for schools throughout the state. An Academic Olympics involves teams of students engaging in a variety of challenges in a variety of disciplines from art and poetry to mathematics and science. What was innovative and different about the version presented at our school was that the Academic Olympics was run wholly and solely by students for the students. Additionally, students were given feedback related to their success in each event. This seminar can give practical insights into the running of an Academic Olympics within schools including the types of possible events, the sources for the questions within the events but most importantly how gifted students from your class can be used to mentor, organize and implement every facet of the competition. The seminar will highlight the successes of allowing our very able students ownership of a challenge such as this. The students that will be used as the exemplar group were given the concept of the Academic Olympics and then left to create the infrastructure that would make it happen. The gains for all those involved in the competition, which included the participants and the organizers, were the necessity for cooperation, organization, lateral thinking and problem solving at a variety of levels. The benefits for students in terms of leadership and real world application of all the skills needed for successful group dynamics to achieve a goal was the unique achievement of this pullout program run over a day at our school.

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Lynelle Maguire has been the Gifted Education Coordinator for the past four years at James Sheahan Catholic High School after returning to teaching full time seven years ago. During that time she has developed and implemented the school’s Gifted and Talented policy taking every opportunity to advocate for the needs of gifted students in the school. One means of doing this was to present a seminar to teachers at a staff development day related to the identification and needs of gifted students. Lynelle completed her graduate Certificate in Gifted Education with the University of New South Wales through GERRIC in 2008. Most recently she has in-serviced staff on the critical components of a differentiated curriculum for gifted students.

Key words: Engaging students, challenges, student ownership, real world application of skills, Academic Olympics
The applications for iMovie and Final Cut Pro film and video production as a cross curricular tool in Gifted and Talented Education

iMovie and Final Cut Pro are film and video production methods which can be used as either a pullout program or as a facet of differentiation for gifted students. It is particularly applicable for gifted students as it develops all the natural ability domains of Gagne's Differentiated Model of Giftedness and Talent - intellectual, creative, socioeffective and sensorimotor. It is an invaluable tool in the development of creative processes, organization and problem solving. The method of production allows success at a very simple level through to achieving the incredibly complex. This field of Information Technology presents a challenge to gifted students both in the form it takes and the engagement of group dynamics that are needed to ensure the success of a project. The seminar will share with those attending the first steps to be undertaken when implementing the process of film and video editing within their programs. It will show where this technology is specifically indicated in the NSW syllabus but also the many places it can belong in other facets of programs. The practical experiences of both teachers and students including the pitfalls and positives when using film and video editing will be highlighted. It is hoped to empower others to undertake this means of broadening opportunities for gifted and talented students within their classroom. It is not intended as an advanced expose on this form of technology although practical examples of the use of the techniques involved in the process will be included. Film and video editing can be seen as means of giving students real and authentic learning experiences as advocated by Quality Teaching to improve student learning. The seminar will be of value to those who have never considered the uses of this technology and may sow the seeds of the possible parameters for its application.

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Lynelle Maguire has been the Gifted Education Coordinator for the past four years at James Sheahan Catholic High School after returning to teaching full time seven years ago. During that time she has developed and implemented the school’s Gifted and Talented policy taking every opportunity to advocate for the needs of gifted students in the school. One means of doing this was to present a seminar to teachers at a staff development day related to the identification and needs of gifted students. Lynelle completed her graduate Certificate in Gifted Education with the University of New South Wales through GERRIC in 2008. Most recently she has in-serviced staff on the critical components of a differentiated curriculum for gifted students.

Key words: differentiation, creative processes, group dynamics, broadening opportunities, technology
The Future Problem Solving Program is a USA based competition which runs each year, attracting about 250 000 entrants. It is a competition designed to engage and stretch gifted and talented students in a variety of ways. The program has three strands: creative writing, research and presentation and community engagement.

The community engagement strand is the one to be examined and discussed. Called the Community Problem Solving Program it involves a 6 step process which begins with discussion about possible community problems that could be addressed in some way and ends with putting into effect, and finally evaluating, an action plan to address the chosen problem. This process involves students in thinking, planning, group work, writing letters, meeting and working with members of the wider community, organising media coverage, and presenting a detailed overview of the project for evaluation. The project initially runs until entrants are chosen in July for the Australian finals held in October. If a group is chosen for the finals they must then compete for a place in the international finals held in the USA. If chosen, not only should the team continue to work on their project but the team may need to engage in fundraising as the cost of the trip to the US is approximately $4000 per person. Not all members of the team need to go to the US - one or two students may represent the team. The project develops students in a number of ways. A greater understanding of other members of their community is fostered, and an appreciation of social obligation is encouraged. Students also develop a number of skills including cooperating on a task:

- dividing tasks up according to aptitude, time and interest,
- arranging visiting speakers,
- arranging and running meetings,
- writing letters of various kinds,
- applying for money,
- arranging and preparing publicity for the local media
- learning how to present ideas attractively both visually and verbally
- persistence - as the project runs over many months

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Anne McCallum has written two HSC Modern History texts and contributed chapters to others. During the 1990s Anne ran the study skills program and in 2003 also took on the role of Gifted and Talented Coordinator at Ascham. Over the last few years she has facilitated several groups of girls as they have participated in the Future Problem Solving Program: in 2007 a senior team took out second place in their division in the International Finals held in the USA.

Key words: engage, challenge, community engagement, Future Problem Solving Program
This aim of this action workshop is to bring together teachers, parents and mentors of academically extended science students in order to troubleshoot the social and emotional issues students face when involved in acceleration, pull out programs, streaming, cluster groupings, mentoring programs, classroom differentiation etc. Using a five step process, participants will be guided through the identification of social and emotional issues unique to gifted science students and the development of strategies aimed at managing stressful situations for these students. This is an action workshop as the professional experience of participants forms a central body of knowledge on which to draw. Participants will engage in the sharing of strategies, experiences and ideas as well as responding to the current literature presented by the speakers. On arrival participants will be introduced to the aim and focus of the workshop, a review of the current literature on the topic and then guided through the following process: Step 1 – Cluster group brainstorm of social and emotional issues experienced when working with academically extended science students. Step 2 – Individual participants to choose one issue of personal significance and explore and document the stimulus for this issue. Step 3 – Individual to explain and document any successful strategies applied or future possible solutions. Step 4 – Individual presents idea/s to cluster group. Cluster group feedback given to assist development of depth and/or breadth of idea/s. Step 5 – Resourceful ideas selected by cluster group to be shared with whole group.

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Lee McFarlane and Sally Parker are both science teachers at Moriah College (Sydney) with supplementary roles in G&T education. Lee believes that the gifted and talented students in our Science classroom - often our most passionate, enthusiastic young students - require not only academic differentiation, but a unique approach to their social and emotional needs. He is currently completing his Certificate of Gifted Education. Sally has a special interest in the emotional responses of students participating in school based academic extension programs and the consequences of these emotions on learning. Her recent MEd. thesis explores the socio-emotional dynamics attendant within a Science honours cluster group.

Key words: social, emotional, gifted, affective needs
We are not all the same; neither are high school learners. Therefore it is necessary to program to cater for individual differences. As the Board of Studies in NSW dictates that students be taught content-based courses with guidelines, prescriptions and requirements to specific outcomes, it is necessary to use these as a framework and ensure outcomes are met in a variety of approaches best suited to the students' individual needs. This paper suggests methods to challenge gifted students to achieve at their optimum in a creative manner and not simply give them extension because they finish set work ahead of their peers. This will be a practical, informative session demonstrating ways to apply the ideas on differentiation to stages 4-6.

Educated at an independent girls’ school and completing undergraduate courses in teaching in both Sydney and Brisbane. Mary has taught for 30 years. Teaching in a variety of schools and in a range of roles Mary has completed two Masters degrees, one in Education Leadership and Administration and in Special Education with a particular focus on programming for Gifted and Talented. Mary has worked with high school students particularly teaching English with a focus of differentiating the content to cater for the diverse needs of students. The main thrust has been to provide choices for students with guidance to meet intended outcomes while varying the process, product and adjusting the learning environment to provide a unique and fulfilling range of experiences.

Key words: individual differences, various approaches, optimum achievement, applying ideas on differentiation
This presentation is based on the belief that you do not have to have a gifted and talented class to provide gifted and talented learning experiences. An effective program should allow each and every child, whether they are below or above grade level, to experience success and achievement. The session will begin prior to the presentation, as an online WIKI will be available to all teachers attending the workshop. The WIKI will focus on the values that society expects of children and how we, as teachers, teach these values to children so they can be positive and reliable members of their community. This provides a ‘springboard’ of ideas for teachers to share and utilise ideas. This WIKI will continue into the future as a resource for teachers on how to effectively teach values through technology and other motivating stimuli. Those attending the workshop will experience one of many ways to teach values in a motivating way to children aged ten and up. Jason van Genderen’s ‘Mankind is no Island’ (winner of 2008 Tropfest) is given as a stimulus for a technological program that involves the use of specific values, digital cameras, instrumental music, literary strategies and movie maker programs to teach children empathy and acceptable behaviour in the real world. Teachers will be given the opportunity to make a similar project after reviewing examples from students. These will then be posted up on the WIKI for future reference and sharing of ideas.

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Kristie O’Neill is in her fifth year of teaching Primary aged children. After beginning a career in the Catholic System she possessed a need to be apart of the Public Education System in order to make a bigger more positive impact on teaching disadvantaged children. She has taught in the South West region for the last four and a half years and has worked predominantly with Stage Three children. Kristie is currently working at Camden South Public School where she has provided many opportunities for Gifted and Talented children including Drama groups (including the writing of various plays to be performed and Regional Drama Festivals), dance groups (School spectacular 2008 and 2009 and achievements in choreography in Jay Rock) leading Camden South’s Working Mathematically Project, promoting opportunities for gifted and talented children in Mathematic areas by inservicing staff on the importance backward mapping and the links between Quality Teaching and Maths, and promoting Quality Teaching to parents to create a supportive community network.

Key words: engaging exciting motivating fun rewarding
It has long been acknowledged that parents play an important and influential part in the development of their children’s giftedness, particularly in the affective domain. This workshop examines and reviews a selection of available and pertinent literature on the impact of parenting practices on the affective development of the gifted child. The literature in this review was selected with an aim to include a range of viewpoints on the topic, drawing on Research Studies for direct information from research, texts analysing a range of research literature regarding the impact of parenting styles and behaviours on the gifted, further texts by writers combining analysis with their own research, and texts written by parents of gifted children. A synthesis of the findings drawn from these texts and a discussion of them is also presented. By including this diverse range of viewpoints, some useful conclusions regarding the impact of parenting behaviours on the affective development of gifted children are elicited. Workshop participants are presented with a list of parenting behaviours, drawn from the literature review, which outlines the contrasting approaches that have been suggested as having a negative or positive impact on the affective development of a gifted child. Scenarios involving issues which arise in parenting the gifted are analysed by participants in the light of these lists, in order to comment upon the scenarios in regard to the positive or negative impact of parenting behaviours within them, or to recommend an appropriate parenting behaviour in a given situation.

Jan Robinson is an educator with 20 years of experience; nine years teaching in a Pre-Prep school in South East England and the past eleven years in Sydney. She is currently the GAT Coordinator K-10 and Director of Studies (Primary) at an Independent K – 12 girls’ school in Sydney. Jan holds a COGE Certificate and a Masters in Gifted Education from UNSW and has devised and overseen the implementation of a GAT program for the Primary Department of her current school. This program is currently being extended into the Secondary Department. Jan has a passion for the field of gifted education and has experienced first-hand the difficulties and joys of parenting gifted children - finding this area of particular interest, both for her own information and in advising parents of the students she works with.

Key words: Effective Parenting of the Gifted
After completing a Masters of Gifted Education at UNSW in 2004, Sherryl Ryan, artist, gifted educator and consultant has been creating gifted and talented and education programs and projects for Yr K-12 students in museums and galleries in Sydney including: *Artside-In!* an outreach program for disadvantaged secondary students with a mentorship program, *The Da Vinci Project* HOT [higher order thinking] workshops for gifted and talented Yr K-8 students and *Manioo* [Eora word for ‘to pick up anything’] for gifted and talented Indigenous Yr K-8 students at The Art Gallery of New South Wales [2004-2009]; *Cultivate* an inner-city, school learning program at Object: Australian Centre for Craft and Design [2005-2008]; The *IdEAS* project [Interdisciplinary Enrichment Art and Science in informal settings] with Professor Karen Rogers through the University of New South Wales at The Australian Museum, The Powerhouse Museum and Object: Australian Centre for Craft and Design, six schools, artists and scientists [2006-2007]; and *Culture at Work* a not-for-profit research institute for creativity, art and science and education in 2009. This paper will outline each of these projects, their target audiences, development, evaluation and the momentum towards the creation of an independent organisation dedicated to innovation, ideas, collaboration, art and science.

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Audience: teachers, parents, community

Sherryl Ryan is a professional artist, born in Melbourne, with Post Graduate degrees in both fine art and gifted education. She has developed a research interest in Vygotsky, the relationship between artistic practice and science, creativity in thinking and learning and collaborations with artists and scientists. Sherryl has worked with many arts organisations over 20 years including The Australia Council for the Arts, Museum of Contemporary Art, Australian Network for Art and Technology, The Performance Space, Object: Australia Centre for Craft and Design, and as Deputy Coordinator of the *IdEAS* project with the University of New South Wales, The Australian Museum, Object, The Powerhouse Museum and CSIRO. She has also worked part-time at the Art Gallery of NSW for ten years developing education programs for disadvantaged, Indigenous and gifted and talented children. She is also the Director of a not-for-profit art and education research institute in Sydney.

Key words: Creativity, Gifted education, Art, Science, Programs
WiseOnes has been supporting schools for 12 years with specialized programs for high potential students, aged 6-12, in primary schools. WiseOnes provides the identification, the curriculum, the resources and the teacher in a way that is easy and almost hassle free for the school. Pat Slattery, a ‘retired’ school Principal, with COGE from GERRIC, and a parent of gifted children herself, sought a way to provide more than what most schools can ordinarily provide, without disrupting the usual routines or the budget. Recent survey results show 100% positive parents and children response to our Education Managers, the programs and our teachers. The NSW Director of Curriculum Services has approved us approaching NSW schools to offer the program. We have provided the service in NSW for 2 years now. We’d love to tell you about it so you can decide if there is anything for your family or your school.

"We find WiseOnes to be an outstanding program which complements our classroom based gifted programs." F Catalano, Acting Principal, Amsleigh Park Primary School, Vic.

“I think WiseOnes is a highly beneficial program. It provides challenging and meaningful lessons. Students are engaged at all times.” Koreen Donegan, Minchinbury Public School, NSW

patwise@tpg.com.au

Audience: teachers

Pat Slattery, Dip. Teach, B.Ed (Admin), B.Theol, COGE, MACEL, MHIQS, is a very experienced primary teacher, secondary teacher, primary principal, COGE trained, and a mother and grandmother of children in all sectors of education. Pat is the Founder and Managing Director of WiseOnes, an in-school, support program for high potential learners that has been successfully providing teachers, programs and resources, as a package, to schools that want to value add to what they are already doing for the children of highest potential. Some are recognized and some unrecognised; some are achieving and some underachieving, some are literate and some not, some are well behaved and some not. WiseOnes has 12 years of success in Victoria and, in a small way so far, New South Wales. WiseOnes is a non-profit business to ensure that parents, who provide the bulk of the funds, are not overstrained. "WiseOnes makes oddbods and their parents happy," says Pat.

Key words: WiseOnes, easily- managed, in-school, support-program, high-potential
In any classroom creativity should be nurtured and integrated across the curriculum. This workshop will explore how to both teach creative thinking as a subject as well as how to integrate it into the curriculum. The reasons that gifted children thrive in a creative classroom will be discussed as well as some practical strategies for promoting creativity in any classroom. Participants will be involved in solving a variety of creative thinking challenges using William’s Model as well as Tony Ryan’s Thinker Keys. This workshop is full of hints, resources and ideas suitable for all gifted children across all KLA’s.

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Carolyn Stephens has been a specialist gifted teacher for 10 years. She is currently the Gifted Co-ordinator at Oakhill Drive Public School and Greystanes Public School. In this role Carolyn conducts demonstration lessons, team teaching sessions across the two schools as well as identify and help cater for the gifted. She was previously a Learning Enrichment Teacher at Saint Stephen’s College, Coomera, where she withdrew gifted children for lessons in Creative Thinking, Philosophy and Problem Solving. For 4 years Carolyn was also an Opportunity Class (OC) teacher at Greystanes Public School. Carolyn has a Master of Education and Bachelor of Education (Gifted and Talented) from Charles Sturt University.

Key words: creative thinking, William's Model, Thinkers Keys, practical, hands on
Our students are surrounded by examples of personal best in the forms of sporting heroes, musical idols, business billionaires and academic achievers. Why is it then that some young people strive to do their best even in the face of adversity and others are content to simply get by? Perhaps one explanation is that young people see success as luck rather than achievement reached through effort. Schools already play a significant role in affirming the value of personal best for young people. This presentation acknowledges, revisits and builds on the wide range of strategies already in place in many schools. The research examining what motivates young people will be discussed and a range of strategies explored to support a whole school culture of students, teachers and school communities acknowledging and affirming personal best.

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Audience: teachers, parents, community

Suzanne Vasilevska is currently deputy principal of Marsden HS, a comprehensive HS in inner Sydney. She was previously deputy of Manly Selective campus and has been the NSW State gifted and talented consultant. Suzanne's doctorate examined why minority groups were under-represented in State gifted and talented programs. Suzanne has been both president of the AAEGT and the NSW AGTC. Her particular interests include under-achievement and the development of whole a school culture of personal best.

Key words: role models, motivation, cultures of success, affirming personal best, supporting
Early identification of gifted children has frequently been advocated as it was thought to be both preventative to underachievement, and supportive for the provision of appropriate social and educational opportunities in order to provide a better chance of children reaching their highest potential (Moon & Hall, 2000). Identification, however, has always been difficult (Van Tassel-Baska, 2005), not least on account of the diversity of gifts and the variety of gifted levels. This difficulty is further complicated in the case of gifted and learning disabled children (GLD), the most asynchronistic of all gifted children (Silverman, 1997), whose IQ subtest scores often shows large discrepancies. Such discrepancies have also been noted in children who have been neglected and abused (Perry, 2002), and who are often insecurely attached. This paper raises the possibility that giftedness may be affected by attachment. The presentation will outline how secure attachment may enable exceptional and profound intellectual giftedness (Gross, 2000), and possibly be an essential component of social-emotional giftedness. Insecure attachment, however, will be shown to have less healthful outcomes, and its possible contributions to a spectrum of giftedness will be discussed. It will be argued that parents and teachers can benefit by the inclusion of attachment style in a gifted model, enabling GLD characteristics and psychological diagnoses to be considered as part of identification, legitimising the needs of GLD children, and enabling educators to better support diverse gifted learners. The preliminary results of research currently underway on the impact of attachment on giftedness will be discussed.

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Mimi Wellisch came to the early childhood profession when she discovered how passionately she felt about her own children’s educational experiences. Mimi has a Master of Early Childhood (Macquarie), and is also a registered psychologist, specializing in gifted children, and the combination of early childhood and psychology is particularly helpful in the identification of problems, learning opportunities and the nurturing of children’s strengths and talents. Mimi is the author of a number of books and articles and a frequent presenter at conferences. She was keynote speaker at the gifted conference in New Zealand in 2008, and has conducted workshops on a variety of topics, including on building social competence, managing challenging behaviours and parenting gifted children. Mimi is currently enrolled in PhD studies at Macquarie University, and the topic of her research is attachment and gifted children. She is also the Director of Clever Kids Consultancy, a service for gifted children and their families.

Dr Jac Brown is Senior Lecturer in Psychology at Macquarie University. Jac has published extensively, and is a regular presenter at international conferences. His research interests include Couple and Family Therapy, Systemic Therapy, Self Psychology, Attachment Theory, Men and Emotion, Affect Theory, and Shame.

Key words: identification of giftedness, social and educational opportunities, effects of attachment, supporting diverse gifted learners
The transition to school and high school are major points of change in the education of children and also affects gifted students. Many issues arise in the transition stages of education and three areas needs to be considered carefully to ensure a smooth transition. Consideration needs to be given to the academic, organisational and social needs of the students, parents and the teachers involved. Each of these areas is based on research of transition through interviews and surveys with children, parents and teachers. From this data a framework for the development of a transition program has been developed which will be assist teachers in developing a sustainable program for each school.

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Diana Whitton is an Associate Professor in Education at the University of Western Sydney teaching in the primary education program and service learning. She has undertaken graduate studies in teacher librarianship, creativity and creative arts and received a doctoral in gifted education from the University of Connecticut. Diana’s focus has been on curriculum development for gifted students and ensuring the academic needs of these children are meet in the mainstream classroom. Diana has published books and articles on gifted education and teaching and learning. Her recent research has focussed on the transition of students to primary and high school.

Key words: transition, needs of stakeholders, different school environments, developing transition programs
This presentation examines the responses gifted adolescent girls have to popular culture, their feelings about being gifted, and their ideas about their futures. Groups of girls in year 7 and Year 10 participated in a series of focus groups that explored their views and thinking. This presentation reports on the early stages of research exploring the lived experience of gifted girls in a rural setting as they interact with popular culture. It will provide a preliminary analysis of the data is presented, with a commentary reflecting on what can be learned about gifted girls from their conversations.

Popular culture includes a range of media sources and genre. For girls it provides a source of information about behaviours, appearance, priorities and beliefs (Harris, 2004). The impact of popular culture on the identity and aspiration of rural gifted girls has not been described in an Australian context. The voice of these gifted girls will be paramount in the presentation, which will include descriptive recounts of the focus groups and some comments on the media journals maintained by participants over this year.

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Audience: Teachers, parents, community

Denise Wood is currently undertaking a doctoral research project exploring the impact popular culture has on the choices made by gifted girls in rural settings. A lecturer in education at Charles Sturt University, Bathurst, Denise has worked in the field of gifted education for nearly 20 years, in school settings and through the NSW Association for Gifted and Talented Children. She is currently president of the Association and editor of ‘Out of the Box’ the children’s section of the Association journal, Gifted. Denise is also involved in school projects with Catholic education and the NSW Department of Education in Western Region, providing teacher professional learning and supporting programs for students.

Keywords: gifted girls, culture, futures, lived experiences
Gifted education in Australia has made considerable progress but there exists a subgroup of gifted students whose identification has been overlooked. This research investigated the identification of gifted students with a learning disability. A mixed method approach was adopted involving surveys and interviews of teachers from primary and secondary schools across education sectors. The findings showed that teachers are not able to identify these students and are not meeting their educational needs. The evidence suggested that schools exhibited inconsistent knowledge about these students, and how what they are doing in the classroom is affecting the students. These students are exhibiting behavioural, social and emotional problems.

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Audience: parents, teachers and counsellors

Catherine Wormald was originally a secondary maths teacher who has postgraduate qualifications in gifted education and has completed a PhD researching gifted students with a learning disability. She has worked in all education systems, both as a teacher and a consultant, including, as a state consultant in gifted education for the NSW Department of Education and Training. She has worked in the selective schools unit and developed and presented training for both selective high school and opportunity class teachers. Currently she is lecturing part time at the University of Wollongong. Catherine has been involved with the NSW Association for Gifted & Talented Children since its early days and is a past President of the association. She has run workshops for children, parents and teachers and presented at numerous conferences. She is also the parent of three gifted children.

Keywords: teachers, learning disabilities, GLD