

# **Draft Abstracts and Program**

**QAGTC**

**Conference 2002**

**March 22-24**

**These abstracts have been accepted for presentation as of  
22 February 2002.**

**Presentations are keynotes (K), 40-minute seminar sessions (S), interactive workshops (W) or *Friday Night* Parent talks. Some workshops are 60 minutes whereas others are 80 minutes. The 60-minute sessions are indicated by (W 1hr) after the title.**

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## SATURDAY

7:45 – 8:45	Registration					
8:45-9:15	Opening					
9:15:10:05	The Basics: Necessities and not Niceties <b>Eddie Braggett</b>					
10:10-10:40	Reflective Group 1	Reflective Group 2	Reflective Group 3	Reflective Group 4	Reflective Group 5	Reflective Group 6
10:40-11:10	Morning tea					
11:15-12:35	GLD FORUM Jennifer Riggs, Jenny Fisher, Edouard Hancock, Gig Moon & Lesley Sword	Getting Gifted Kids into “The Zone” Sue Burvill-Shaw	The Journey Chris Curtain & Chris Jones	The Acceptance of Difference Ken Imison	Forward to the Basics: Curriculum Program Plans for Tomorrow Harry Milne	
12:35-1:35	Lunch – Refectory					
1:40-2:00	<b>Eddie Braggett</b> Responds					
2:00 – 2:50	Creativity Connections <b>Janet Aaker Smith</b>					
2:50-3:15	Afternoon Tea					
3:20 – 4:40	The Brain Tools Program that constructs Brains: More invasive than brain surgery Lester Hardwick & Donna Stephens	Enriching Tasks - QIQO Jennifer Riggs	Warm up to Creativity Janet Aaker Smith	Writing Differentiated Units for the Regular Classroom Mark Oliver, Roz Comport, Ruth Roberts, David Bear & Liz Chapman	Learning Development Centres for Gifted Education FORUM Liz Campbell & LDC Coordinators	Developing Effective Teaching Strategies for the Mathematically Gifted Jim Watters & Carmel Diezmann
5:00 – 8:00	Convivium					

## SUNDAY

8:45-9:25	William's Taxonomy: A practical approach to the differentiated classroom  <i>Julie Maat &amp; Heidi Newton</i>	Parenting Gifted Children: Some ideas to meet their social and emotional needs  <i>Tony Burton</i>	Exclusive and Inclusive Approaches to defining and identifying Gifted Children:  <i>Emily Glen</i>	When Giftedness becomes a Disability  <i>Pat Burgess</i>	Trained, Trainee and Untrained Teachers  <i>Jennifer Rowley</i>	Square Pegs in Round Holes  <i>Jean Richter &amp; Melody Sharpe</i>
9:30-10:20	Rich Tasks, New Basics and the Gifted <b>Gabrielle Matters</b>					
10:20-10:45	Morning Tea					
10:50-11:40	Same Age, Different Reactions: Who are the gifted students in our classrooms? <b>Bronwyn MacLeod</b>					
11:45-12:45	Translating the "Total Talent Portfolio" into basics for identification  <i>Harry Milne</i>	Avoiding Brain Death: What are the 'Basics' for gifted students? FORUM  <i>Judith Hewton, Nils Hay, Kamina Benham, Andrew Balzat and Casceilia Mulvena</i>	Over Excitabilities in Gifted Children  <i>Lesley Sword</i>	Brainyfacts: The Board [ <i>not Bored</i> ] Game  <i>Margaret Goss</i>	Naturally Mathematical  <i>Ann Baker</i>	Developing an Enrichment Unit for the Gifted Student  <i>Beth Wood</i>
12:45-1:40	Lunch					
1:45 – 3:05	Appropriate Curriculum Strategies: What do they know and where are they going?"  <i>Bronwyn MacLeod</i>	Wising Up to Thinking  <i>Ann Baker, Margaret Goss &amp; Beth Wood</i>	Gifted Adolescents: Issues and support strategies  <i>Lesley Sword</i>	Parents in Discussion FORUM  <i>Annie Balzat, Sandy Landers, Sue-Ann Dunning, Renai Delaney, &amp; Suzanne McDonald</i>	Differentiating the Curriculum through Integration  <i>Leesa Merifield</i>	<b>Message Sent, Message Received: Applying the Presence of Productive Pedagogy</b>  <i>Gail Young</i>
3:10-3:30	Concluding session					

## **Creativity Connections (K)**

**(Sat 2:00)**

Janet Aaker Smith, *Director, Learning Enrichment Academic Programming (LEAP), Victoria*

Critical and creative thinking are the key elements of any thinking skills program, whether designed for all children or as higher order thinking to extend the gifted. Creativity can be developed using strategies that are challenging, novel and emotionally charged with fun. Using guiding principles from gifted education this keynote provides examples of creativity in action to enhance brain connections in all learners especially the gifted.

## **Warm Up to Creativity (W)**

**(Sat 3:20)**

Janet Aaker Smith, *Director, Learning Enrichment Academic Programming (LEAP), Victoria*

Active Learning, Creative Thinking, Games, Challenge and Gifted Students! How are these topics connected? This lively and idea-packed session will include many strategies for your students that will stretch their thinking. An attribute of creative thinking is humour so join Janet in a workshop that will be both fun and divergent!

## **Parents in Discussion Forum (W)**

**(Sun 1:45)**

Annie Balzat, Sandy Landers, Sue-Ann Dunning, Renai Delaney & Suzanne McDonald, *QAGTC Counsellors*

This workshop will take the form of a round-table discussion where parents can raise issues that concern them. Whilst there are matters that are of common interest to all parents of gifted children, each child has unique needs. At a conference it is easy to forget the individual. A panel of four parents will initiate discussion, focusing on the child at home, at school and in the social environment. They will share their experiences and raise issues for further discussion. In response to the matters raised within the group, participants will engage in small group discussion to focus on areas that give them most concern. Parents who are experienced volunteer counsellors for the State Association will lead these groups. This workshop will be an opportunity for parents to talk to others about their experience, to share their joys and to gain support for their problems.

## **Naturally Mathematical (W 1hr)**

**(Sun 11:45)**

Ann Baker, *Consultant*

Naturally Mathematical is a yearlong competition offering a series of mathematics challenges for schools. The competition was launched in 2001 and involved more than two hundred teams who were offered feedback after each set of challenges. The growth in mathematical thinking, communication and disposition to persevere were greatly enhanced for all teams over the year. In this workshop, participants will experience the nature of the problem-solving competition, working on past problems and using an extended form of Polya's, *See, Plan, Do, Check* model to structure and communicate thinking. Interspersed with this will be an analysis of students' responses to the same challenges. Through the analysis, participants will gain insights into the role that communication can play in the extension of mathematical thinking and in the development of dispositions to persevere, to take risks through trial and error, and refine thinking to develop aesthetic responses. This workshop is suitable for all, not just the mathematically minded. In fact a sense of humour and a willingness to have a go are all that will be required.

## **Wising Up to Thinking (W)**

**(Sun 1:45)**

Ann Baker, *Natural Maths*, Margaret Goss, *Goss PD*, & Beth Wood, *Heads Together*

In this workshop, the Three Wise Women will provide a fistful of *Five Finger Thinking*® activities and introduce *Quinks: Q's/Cues for Quality Thinking*®. Expect the unexpected, expect to be challenged, expect to be motivated, expect to have fun! Expect to go away with a fistful of ideas for extending thinking, questioning and student disposition to think - think harder, think deeper and think differently. Expect to go away wondering, thinking and planning ways to use these new tools to lift students' thinking beyond the basics each and every day!

## **How can I best help my Talented Child? (Friday Night)**

Eddie Braggett, *Charles Sturt University*

This address will tackle the request so often made by the parents of preschool and early primary-age children: *How can I best help my talented child?* The address will explore some of the strategies that parents may use in order to assist the development of talent in young children across a number of different fields. Emphasis will be placed on children under eight years of age. Parents will be invited to outline ways they have also found successful in developing talent in young children.

## **The Basics: Necessities and not Niceties (K)**

**(Sat 9:15)**

**(Sat 1:40)**

Eddie Braggett, *Charles Sturt University*

In our desire to be fair to all, we may seek ways to avoid the selection of gifted students by developing instructional processes that assist all students within the regular classroom. This often has positive effects but it does not necessarily assist the truly gifted and talented to any marked extent unless we are also firmly committed to the “basics of gifted education” – those curricular, organisational and teaching processes that are specifically directed at outstanding students and at those with the potential to become so. This keynote address will examine the basics of gifted and talented education and pose a list of questions to direct later discussion groups.

## **When Giftedness becomes a Disability (S)**

**(Sun 8:45)**

Pat Burgess, *QAGTC*

*To the uninformed, giftedness may seem a sort of special privilege, but to the gifted individual, often it feels like a distinct disadvantage. It is painful to be different in a society that derides difference. (Silverman, 1993, p3)*

Giftedness may become a disability to a child when:

1. their IQ is too high (Exceptionally gifted children),
2. the gifted child is treated as a normal child,
3. something happens to demotivate the student, causing them to underachieve,
4. the child is Gifted *and* Learning Disabled or,
5. the gifted child is *diagnosed* as Learning disabled. (ADD or ADHD)

Each of these situations has been substantially researched and the implications well documented. North American and Australian research suggests that highly and exceptionally gifted students may be socially rejected by their classmates because of their reasoning capacities, values, interests, and the way they view the world may simply be too different for the child of average ability to understand. Failure to provide the necessary challenge and experiences causes them to be disadvantaged due to inappropriate learning content and styles. If this continues for any length of time, it can lead to great distress and even depression. This is obviously a disability, affecting future learning. This paper gives examples of the above problems and how to avoid some of them. It also provides a list for comparing and contrasting characteristics for giftedness, ADD and ADHD.

### **Parenting Gifted Children: Some ideas to meet their social and emotional needs (S) (Sun 8:45)**

Tony Burton, *Queensland University of Technology*

The challenge of parenting is one for which most people have little training. Yet this is probably one of the most important jobs we will ever have. Parenting gifted children has some unique challenges, which can be difficult but very rewarding. Finding ways to enhance self-acceptance, increase motivation, become an encourager and have effective communication with your children are important goals for parents. Some specific social and emotional needs common to many in the gifted population are reviewed and strategies to accommodate these are discussed.

### **Living with Giftedness: Insights and Hindsight (Friday Night)**

Kathryn Brimblecombe Fox, *Parent*

This presentation will examine the relationship between the home and the school. There will be insights into what drives parents to pursue alternatives within the system and outside of it. What are parents' anxieties and how can the system try to ease them or avoid their occurrence? What are the utterances that make a parent's heart break? How does research into the needs of gifted children fuel a parent's drive to provide appropriate opportunities for their children? Love is a driving force and it is hoped that this presentation will reassure people that this is the case.

Kathryn is an artist and has painted a series of pictures about gifted children. She will be using slides of these works to give another dimension to the topic. Sometimes it is easier to say more with a painting than with words.

### **Getting Gifted Kids into "The Zone" (W) (Sat 11:15)**

Sue Burvill-Shaw, *Canterbury College, Waterford, QLD*

Current educational research makes much of Vygotsky's theory that the potential for cognitive development is limited to a certain time span, which he calls the "zone of proximal development" (ZPD). This workshop aims to draw upon the participants' classroom experience to examine how gifted students can be aided to discover their 'zone'. It aims to re-enthuse teachers and equip them with a variety of strategies to energise their classroom practice, and to encourage discussion amongst practising teachers on ways in which collaborative learning and metacognitive teaching strategies may be used in mixed ability classrooms to meet the learning needs of gifted students. It will present a range of ideas and strategies that have been classroom tested and encourage discussion of various approaches to the teaching and assessment of gifted students in the mixed ability classrooms.

## **Learning and Development Centres for Gifted Education in Queensland Forum (W) (Sat 3:20)**

Liz Campbell and LDC Coordinators, *Education Queensland*

Education Queensland provides funding for eight Learning and Development Centres (Gifted and Talented) to operate across the state. The purpose of these centres is to provide intensive consultation, training and support in gifted education for local network schools. The coordinators from several of the Learning and Development Centres (Gifted and Talented) will hold a panel discussion addressing various issues surrounding gifted education. Each coordinator will speak on a different issue/topic, drawn from their experiences as a gifted education practitioner and/or facilitator.

A question/answer time will be provided prior to the conclusion of the session.

## **The Journey (W) (Sat 11:15)**

Chris Curtain and Chris Jones, *Montville State School, Qld.*

Teaching is a journey during which we create, nurture, promote, and enhance learning pathways for every child. The journey presents opportunities, new experiences, challenges, and successes and at the same time should embrace the goals of higher order thinking, deep understanding and deep knowledge. We invite you to join our workshop which will be a journey exploring some of the features our multi-age 123 class. We will share classroom practice, management and organisational ideas, spotlighting effective teaching and learning. We will focus on how it can HAPPEN and WORK in your classroom, sharing timetables, strategies, grouping ideas and planning documents that match our classroom teaching. We all know the destination of this journey; this workshop will focus on how we get there.

## **Exclusive and Inclusive Approaches to defining and identifying Gifted Children: Are there really no gifted children in my class? (S) (Sun 8:45)**

Emily Glen, *Griffith University*

Through this presentation I look closely at the evolutionary approach that has taken place in defining and identifying gifted children. Different conceptions of giftedness have been examined to help explain the nature of intelligence, talent, creativity and genetic factors of development, and their influence on our understanding of what giftedness really is, who fits into this category and why. Many theorists have taken different approaches from “exclusive” approaches like Terman’s, to approaches that are more “inclusive” such as Renzulli and Reis’ and Gagne’s. I will explore those exclusive and inclusive approaches and their impact on defining and identifying gifted children in our classrooms today.

## **Brainyfacts: The Board [not Bored] Game© – Play the game and prepare yourself for the life long learning journey! (W 1hr) (Sun 11:45)**

Margaret Goss, *Goss Educational Services*

You don’t have to be a *neuro-scientist* to understand the brain but it sure helps! Play the Brainyfacts Board [*not Bored*] Game and join the great life-long learning journey as you learn everything you’ve ever wanted to know about your brain and how it manages to make

sense of so much in an often-chaotic world. Begin using a whole new vocabulary and amaze your friends: neuro-transmitters, corpus callosum [and what a colossal job it does too!], endorphins, dendrites, electro-chemical impulses, Multiple Intelligences [Gardner's not *the* gardener!] and much, much more! Find out why some things come easily to you and yet for some types of learning you sweat blood [visual learners will appreciate *that* image!]. Experience the effects of *Stress* on your ability to access and recall specific information. Laugh while you learn and learn all the better for it. Wiggle, jiggle and just throw your body about if it helps you get an edge on learning. Feel free to use exclamation marks!!!! and colons [the punctuation kind!] with alacrity as you are empowered by actively participating in and claiming ownership of the learning that is up for grabs by anyone daring to risk playing the Game!

### **The Brain Tools Program that constructs Brains: More (Sat 3:20) invasive than brain surgery (W)**

Lester W. Hardwick, *Educational Consultant* & Donna Stephens, *Barrier Reef Institute of TAFE*

In the 21<sup>st</sup> Century, The Global Information Age, catch phrases like, “Smart State”, “The Clever Country”, “Work Smarter not Harder”, “Life-Long Learning”, “Proactive Behaviour” and recently “Knowledge Nation” are continuously bantered around by politicians and economist yet none have gone beyond words to show how to learn or teach this Proactive Behaviour. “Back to Basics” has seen Governments lowering our standards to ensure everyone can reach the “bar”.

Success today is determined not only by information access (learned information and learned behaviour), but also by information manipulation skills (learning information and learning new behaviours). As the nature of global change has become immediate, accelerating, discontinuous, multi-directional and increasingly complex there is a need to skill people in a basic set of tools for success through the proactive manipulation of information. This Brain Tools Course has been developed to satisfy this global need. It is designed for use by Trainers and Teachers in Educational, Industrial and Personal Development settings. The Brain Tools Course is the first training program in Proactive Behaviour. We can deliver a motivated, proactive population that can embrace and move with change. We will then have a “Smart State”, “A Clever Country”, “A Knowledge Nation” and lead Australia into the 21<sup>st</sup> century. The Brain Tools program trains participants in the thinking skills for life-long learning and draws on current brain theories.

### **Avoiding Brain Death: What are the ‘Basics’ for gifted (Sun 11:45) students? Forum (W 1hr)**

Judith Hewton, *QAGTC*, Nils Hay, Kamina Benham, Andrew Balzat and Casceilia Mulvena, *students*

The “Back to Basics” movement in education has meant that governments and systems are (a) focusing all education funding on benchmarks designed to bring low achievers up to an acceptable standard, (b), directing the attention and energies of educators towards helping everyone achieve mediocrity and (c) lowering the bar so that all can step over. Two valid sources of information are available to us to explore just what are the basics for gifted students. These are the results from research as reported in the literature about giftedness and stories from the students themselves telling us what they need and how they deal with growing up – educationally, socially and emotionally.

In the light of what the literature says about gifted education, four students will tell their stories and discuss their different pathways with delegates interested in providing better options for gifted youngsters.

## **The Acceptance of Difference (W)**

**(Sat 11:15)**

Ken Imison, *SOI Aust.*

This is the title of the report on Gifted Education, which I presented to Education Queensland on 12th June, 2001 and which was placed on Education Queensland's website in December, 2001. In this session, I will outline key aspects of the report and comment on subsequent actions which have flowed from my recommendations.

For me, "Acceptance of Difference" was such a powerful principle which underpinned the work of the Focus Schools and which ought to be the guiding principle to educational practice today. However, are our educational systems characterised by acceptance of difference? Do they have the will to be characterised by difference or does practice demonstrate that only lip-service is paid to this principle? Embracing such a principle would seem only appropriate in a time when we are so conscious of the need to avoid discriminatory practices. However, if current policies and practices at the systems level right down to the classroom level provide little evidence that there is a deeply held commitment to the principle of Acceptance of Difference, then gifted students continue to be victims of discriminatory practices. The tragedy of this situation is that this discrimination is largely unrecognised and if recognised, it is either ignored or excused often by comparing the gifted to other "more disadvantaged" groups, a tactic which would never be tolerated with other groups who experience or have experienced discrimination.

Behind token endorsement of the principle of Acceptance of Difference is a failure to acknowledge the needs of gifted students and a failure to understand the contribution gifted individuals make to the positive development of society. Under these circumstances, grand educational visions embracing the pursuit of excellence are revealed as short-sighted rhetoric since we cannot pursue excellence in education when we chose to ignore those who are the most capable of achieving excellence in every form.

These are some of the issues to be explored in this presentation.

## **William's Taxonomy: A practical approach to the differentiated classroom (S)**

**(Sun 8:45)**

Julie Maat and Heidi Newton, *Nambour State School, Qld.*

The differentiated classroom that truly caters for the gifted is a challenge under most conditions. At Nambour State School, we are currently using William's Taxonomy as one method of achieving this goal. The 40-minute workshop will consist of a brief overview of the context in which the program is being conducted, an outline of William's Model of Curriculum Development, a discussion of how the program is working and some useful practical examples: and finally, participants will be taken through a practical unit planning session to possibly use in their own context.

## **Same Age, Different Reactions: Who are the gifted students (Sun 10:50) in our classrooms? (K)**

Bronwyn MacLeod, *Consultant, GERRIC University of NSW*

All classrooms, no matter the age of the students, their race or gender, are dynamic, mixed ability environments. A classroom teacher is faced with a group of individuals who each bring with them different environmental, personal and interpersonal catalysts, affecting their behaviour, expectation and performance in the classroom. Additional to this, there is also a broad range of ability levels so that the task of identifying each individual student's learning needs and catering for them appropriately becomes truly complex. In the current educational system both here in Australia and overseas, students are grouped together for learning according to their chronological age and most curriculum documents are designed with outcomes or objectives appropriate to each chronological step. Where does this leave the teacher who finds a student in their classroom who may be the correct chronological age for the class but who is intellectual two or three years in advance of this? How does the teacher know who this student is? To truly cater for the needs of all of our students, the identification of each student's ability level and their subsequent position on the learning continuum is an important part of the curriculum development process. This process involves an understanding of the characteristics which make gifted students different from their chronological peers, and tools as simple as checklists, may be useful as part of a multiple criteria approach to identification. Often teachers will recognise many of the positive behaviours of gifted students in their classrooms, such as speed of learning, superior vocabulary and advanced reading ability, but when faced with some of the less positive behaviours such as failure to complete tasks, disruptive and manipulative attitudes and distractibility, recognition of giftedness becomes more difficult. This presentation will examine the characteristics of gifted students and ways of utilising this understanding to identify these students in our classrooms.

## **Appropriate Curriculum Strategies: What do they know (Sun 1:45) and where are they going? (W)**

Bronwyn MacLeod, *Consultant, GERRIC University of NSW*

This workshop will look at some practical examples of identifying where our students are on the learning continuum and how best to meet their individual needs in the development of curriculum. Participants will examine, and then develop practical identification strategies to discover what prior knowledge and skills students bring with them to the classroom. This is an important step in the teaching and learning cycle and is integral to the process of modifying and refining our curriculum to better cater for the needs of all of our students as well as our gifted students. Curriculum modifications will then be developed so that teachers may take away with them some practical strategies to use in their classrooms immediately.

## **Rich Tasks, New Basics and the Gifted (K) (Sun 9:30)**

Gabrielle Matters, *Education Queensland*

This presentation explains how Rich Tasks act as a trans-disciplinary range of knowledge, skills and problem solving to develop talents and gifts in students. Gabrielle Matters, PhD, BSc, AMusA, FACE, is the Director, New Basics, within Education Queensland. She is also working on an international advisory group set up by the UK government on the development of world-class tests.

In her former role as a deputy director at the Queensland Board of Senior Secondary School Studies, she headed the division responsible for the Queensland Core Skills Test, external examinations, and publishing.

### **Differentiating the Curriculum through Integration (W) (Sun 1:45)**

Leesa Merifield

This presentation addresses a number of issues associated with programming, teaching, learning and assessment. In particular differentiation will be explored, building on the basic premise that the key is DIFFERENT, rather than more. Theoretical framework for differentiation through integration will be presented. There will be a discussion of integration and when it is honest, compared with when it is forced or token. Various models are available for teachers e.g. Williams, Bloom, and Maker. I will examine a sample of reference materials available to support teachers and programming formats used to facilitate both integration and differentiation – matrix format, use of main goals (which are then supported by state syllabus and national profile statements). Issues related to assessment will also be discussed. These principles will be elaborated through a discussion of a case study of a G&T class in NSW.

### **Forward to the Basics: Translating Type I, II and III Enrichment into practical curriculum program plans for tomorrow (W) (Sat 11:15)**

Harry Milne, *Griffith University*

This workshop will provide participants with a collaborative learning session through which participants should be able to explore theory in terms of its practical implementation in their home and school settings. Participants will receive brief introductions to the nature of Type I, II, and III enrichment activities (Renzulli & Reis, 1985, 1997, 2001) to translate, in practical home, and classroom activities.

While Type I enrichment builds knowledge for later use in “gifted behaviors,” Type II enrichment focuses on the skills, attitudes, and values the student must develop to be an effective problem solver and producer in the field. When exploring Type II enrichment in relation to their themes, participants will brainstorm, on the basis of the topic/theme, and Type I enrichment activities so far mapped, the attitudes, values and skills that will need to be developed for the students to become effective in problem solving in that field. We will be developing “creativity,” “task commitment,” and “above average ability,” and should explore such things as the use of: technology, reference indexes, data sources, meeting skills, leadership skills, time management, stress management, Tournament of Minds, de Bono’s thinking skills strategies, Bloom, Future Problem Solving, Creative Problem Solving, Night of the Notables.

The final minutes of the workshop will be spent discussing the implications for Type III enrichment (“the pursuit of real problems”), and the realisation of gifted behaviour. Participants will receive a handout.

**Moving Forward: Translating the “Total Talent Portfolio” (Sun 11:45)  
into basics for identification of children who have the  
potential to be gifted (W 1hr)**

Harry Milne, *Griffith University*

Time, novelty, and the press of many new ideas often makes the implementation of ideas offered at a conference difficult. Through this collaborative learning workshop, participants will work in small groups to explore the ways in which they may translate elements of the “Total Talent Portfolio” (Purcell & Renzulli, 1998) into strategies that may be used in their home, early childhood center, pre-school, primary or secondary programs to identify and develop talent portfolios for children who have the potential to be gifted.

The workshop will proceed by establishing small collaborative learning groups. After brief elaborations of the concepts to be explored from the “Total Talent Portfolio,” including definition, level 1 and 2 identification, the elements of the TTP, including curriculum compacting, which will be spread throughout the presentation, participants will proceed to identify and brainstorm resources and strategies they may use to apply elements of the “Total Talent Portfolio” in their settings to assist students to realise their potential. The final minutes of the workshop will be spent presenting brief group summaries. A handout will be provided.

**Writing Differentiated Units for the Regular Classroom (Sat 3:20)  
(W)**

Mark Oliver, *AB Paterson College*, Roz Comport, Ruth Roberts, David Bear and Liz Chapman, *Saint Stephens College, Qld.*

This workshop will be presented by teachers involved in the AISQ Unicorn Program to assist other teachers who want to develop skills in differentiating the curriculum for gifted students. The teachers have experience developing units of work based on Bloom’s, Maker’s and William’s models representing all stages of primary schooling.

Written models will be provided as examples as well as a useful proforma for teachers to apply to their own unit development. Teachers will be encouraged to bring units of work to the workshop to explore ways of differentiating these to cater for gifted students. The principles of operation of Unicorn will be explained and related to school application, with particular application in everyday teaching to target the gifted underachiever.

As well as the units of work, participants will have access to handouts on Bloom’s Taxonomy of Cognitive processes, Question Triggers relating to Gardner’s Eight intelligences, Strategies to extend Student Thinking and Thinkers’ Keys. Digital graphics and children’s work samples will be on display.

**Square Pegs in Round Holes: Changing expectations and (Sun 8:45)  
facilitating Successful outcomes for the Gifted Learning  
Disabled (S)**

Jean Richter & Melody Sharpe, *Griffith University*

Research shows that gifted learning disabled students have “considerable strength in creative thinking” (Baum, Owen & Dixon, 1991, pp. 1). They are found to be intelligent and productive outside the school environment. However, these bright students rarely

achieve high quality success at school. Many regard school as being irrelevant, and have developed negative attitudes about self, and perception as a learner.

Our presentation will endeavour to show how small adjustments to the teaching and learning environment can enhance cognitive and effective outcomes for the gifted learning disabled. It will outline the major factors that make high achievement difficult for these learners, and the corresponding compensatory techniques, which facilitate success. Addressing the need for purposeful, interesting activities that respect the intellectual ability of students, the presentation will show how these can be incorporated within Renzulli's (1976) Enrichment Triad Model. A recent trialed detailed program (as part of a University practicum) will be shared with participants. The final minutes of the presentation will be spent discussing the relationship between self-efficacy (the perception of competence) and successful learning outcomes as gleaned from formative and summative program assessment.

### **Gifted Learning Disabled (GLD) Forum (W)**

**(Sat 11:15)**

Jennifer Riggs, *Clues*, Jenny Fisher, Edouard Hancock, Gig Moon (*GLD contact person NSWAGTC*), Lesley Sword... and you?

How much do we know about the Gifted Learning Disabled? And what are we going to do for them? Who are they, anyway?

This Forum will explore some of these questions, drawing on the knowledge, experience and opinions of participants.

Do these gifted underachievers exemplify what neurologist Norman Geschwind called a "pathology of superiority"? These are the people whose brains are wired for lateral thinking, for the big picture, for visual imagination and for abstract thought but also, and sadly, for dyslexia-type difficulties: the Einstein Factor.

Einstein's teachers never saw his wonderment and persistence. They never saw his visual/spatial brilliance. They saw only his ineptitude - and Einstein came perilously close to academic extinction. He was not the only one. These are children of huge potential; we do not want to lose them. When we understand the problem, we shall be more than half way to the solution.

Richard Branson and others of his ilk will be too busy to attend, but we can still learn from them.

### **Enriching Tasks – QIQO**

**(Sat 3:20)**

Jennifer Riggs, *Clues*

What is the *really* basic way kids learn? What makes the difference between the chimpanzee and homo sapiens? What makes the difference between average and gifted? It sure ain't spelling!

How can we provide for these bright-eyed little creatures who come to us so full of enthusiasm? How can we avoid the tragedy of turning out apathetic or oppositional teenagers? Or worse ... Given that they are obliged to spend their days in school, the onus is on us to give inspiration and challenge – and opportunity and freedom to follow through to potential.

There is plenty of consensus on characteristics of 'Giftedness', plenty of research on educational best practice, plenty of practical teachers of good will, but starting with the nature of the child, we do get some clues.

There is a zest and drive that goes beyond the mundane, a sensitivity and ethical spirit that need nurture; there are developed skills and a thirst for more; there is a need to 'work beyond the bell'.

This workshop sets up a problem-centred challenge to participants to design learning packages that emphasise and build on quality, *enriching tasks*, tasks that provide challenge for the gifted learner.

**Teacher Effectiveness in the Education of Gifted Students: (Sun 8:45)**  
**A comparison of trained, trainee and untrained teachers.**  
**(S)**

Jennifer Rowley, *University of New South Wales*

In the field of gifted education there is considerable emphasis, and much research, on how teachers should identify, teach, design programs, differentiate curricula and provide for the gifted learners in their classrooms. There is also a wave of literature on how best to prepare teachers of the gifted in specialised teacher training courses. There is not the same amount of literature available on how effective the training is of these teachers when they are put in front of the gifted student in the classroom. Does specialised training assist teachers in developing competencies identified as necessary to teach gifted and talented students (GATS)?

This study has examined differences between teachers trained in gifted education ( $n=56$ ), those currently undertaking such training ( $n=31$ ) and those not trained ( $n=80$ ) in gifted education by observing 167 teachers in NSW and ACT schools teaching gifted students in a variety of classroom settings. It also examined the classroom climate of those teachers by interviewing a sample of 5 nominated gifted students being taught in 57 of the classrooms visited.

The results show that both teachers trained and those currently undertaking training in gifted education demonstrated better teaching skills than those who were not trained in gifted education. A sample of 285 nominated gifted students from 57 teachers' classrooms (34% of total sample), indicated also that teachers trained or currently undertaking training in gifted education, established greater classroom climates than those who were not trained in gifted education. Students also reported more emphasis was placed on higher level thinking (analysis, synthesis) and less emphasis on lower level thinking (memory) by teachers trained or currently training than those who were not trained in gifted education on the cognitive dimensions. Results also show more emphasis was placed on discussion and feelings and less emphasis on lecturing by teachers trained or currently training than those who were not trained in gifted education on the affective dimensions of classroom focus and climate.

**Overexcitabilities in Gifted Children (W 1hr) (Sun 11:45)**

Lesley Sword, *Psychologist, Melbourne*

This child...

Is very intense? Is extremely sensitive. Has lots of energy? Can't sit still. Is picky about the feel of clothes. Delights in colours, shapes and textures. Is very attached to animals and

nature. Has a vivid imagination. Loves to fantasize and daydream. Questions and analyses incessantly. Is intensely curious. Is extremely emotional. Worries a lot. Can feel other people's feelings. Takes everything to heart... What do I do? Teachers and parents of gifted children are sometimes baffled as to why they are so restless, intense, emotional or sensitive. However, an understanding of Dabrowski's "overexcitabilities" explains that these characteristics are normal for gifted children. They are present at birth as an abundance of physical, sensual, creative, intellectual and emotional energy that feed, enrich, empower and amplify talent.

This workshop will discuss the five overexcitabilities as they relate to gifted children so that teachers and parents will be better able to help and support gifted children in their intellectual and emotional development.

### **Gifted Adolescents: Issues and support strategies (W) (Sun 1:45)**

Lesley Sword, *Psychologist, Melbourne*

The developmental issues that all adolescents encounter exist also for gifted students; however, in many ways gifted children go into adolescence earlier than their age peers. Also, this developmental period of psychological emancipation from parents is further complicated by the special needs and characteristics of being gifted. During adolescence, gifted people can experience a range of problems related directly to their giftedness: perfectionism, competitiveness, unrealistic appraisal of their giftedness, rejection from peers, confusion due to mixed messages about their talents, and parental and social pressures to achieve, as well as problems with unchallenging school programs or increased expectations. Some encounter difficulties in finding and choosing friends, a course of study, and, eventually, a career.

Once teachers, counsellors and parents are aware of these potential problems, they are better able to understand and support gifted adolescents through this, often turbulent, developmental period. Caring adults can assist these young people to value and develop their talents by understanding and responding to their adjustment challenges and adopting positive strategies.

### **Developing Effective Teaching Strategies for the Mathematically Gifted (W) (Sat 3:20)**

James Watters & Carmel Diezmann, *Queensland University of Technology*

Gifted students' extraordinary capacity for learning is often what alerts us to their exceptionality. Generally, the gifted can complete tasks quickly; seem to "soak up" information; need less practice than their age peers to attain mastery; and, if interested, can become absorbed in tasks sometimes producing highly creative products. In the domain of mathematics, giftedness is especially demonstrated not just by the speed at which they can process information, but also by their capacity to engage in sustained complex reasoning. Engagement in high-level thinking and reasoning is a necessary tactic to ensure mathematically gifted children are appropriately challenged. This is no simple task, as it requires skilful intervention and support by the teacher. In this workshop we will describe our research with primary children that has shown how normal classroom problem-solving situations can be manipulated in ways that will have cognitive and affective benefits for gifted students. Participants have the opportunity to gain insights into instructional strategies that embed gifted education into the regular classroom.

**Developing an Enrichment Unit for the Gifted Student  
(W 1hr)**

**(Sun 11:45)**

Beth Wood, *Heads Together*

In this practical “hands-on” workshop, participants will focus on, (a) ways to identify the interests, learning styles and intelligences of students, (b) the components of an enrichment unit, (c) developing independent studies (d) student ownership and responsibility (e) the celebration of learning and will leave the session with ideas that can be implemented in the classroom on Monday morning.

**Message Sent, Message Received: Applying the Presence of  
Productive Pedagogy**

**(Sun 1:45)**

Gail Young, *Holland Park State School*

A positive self-concept is strongly linked to future achievement and realisation of potential, and is largely formed in the pre-school and primary years when the gifted child is most vulnerable. As students come to school each day teachers face the real challenge of providing equitably for a broad array of student abilities, interests and learning styles. The Years 1-10 curriculum framework for Education Queensland schools identifies four components of effective learning and proposes that productive pedagogy is vital to improve the quality of all students’ learning outcomes. It is argued in this presentation that the development of young gifted children can be supported by applying effective pedagogical practice through an array of teaching strategies that enhance intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference. This presentation will explore how the application of productive pedagogy components can assist teachers in making provision for young gifted students especially in Grade 1.