



## Abstracts

Ordered by author

### ***Gifted...With Something Else Going On***

Carol Barnes

Gold Coast Branch QAGTC

This interactive session takes the format of a support group for parents new to gifted education. It will be of interest to parents whose child has just been identified as gifted or learning disabled or ADHD. (Or all of these!). It explores how best to support your child in partnership with your school, without being labelled a 'pushy parent'. 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 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. If you're keen to learn practical strategies which will enhance your relationship with your child and with their teachers – next week and next decade – then come along and compare experiences with other parents. Participants will receive plenty of easy-to-follow diagrams on paper handouts to annotate and take back to the school.

### ***Pushy Parents! How to Get Rid of Them Forever - Without Losing Your Job!***

Carol Barnes

Gold Coast Branch QAGTC

Are you a teacher who occasionally gets sick of dealing with your gifted students and with their tenacious, "pushy" parents? Especially if the students are gifted with learning disabilities (GLD)? As gifted, GLD students think faster, harder, wider and deeper than typical LD students. But they may also mysteriously read

more slowly, or write more messily, or listen more haphazardly, or pay attention more intermittently. They may spend their days in your classroom looking out the window, looking as if they are not "trying", looking for a way to quit school early. The duality and disparity of GLD learners present teachers with unusual challenges, and these can be exacerbated by parents who turn up with inches and inches of IQ assessments and learning disability reports, and bark "Here – I want you to do this!" Run by the parent of two gifted young adults with multiple learning disabilities, this interactive workshop will consider the motivation behind some of the vitriol coming your way from the adults who look after your gifted students whenever they are not annoying you. We'll consider some practical strategies to meet these parents' expectations and eliminate their complaints, and your principal will never need to know!

### ***Differentiated Curriculum and Classes at St Paul's Middle School***

Damien Barry

St Pauls School

Meeting the needs of all children in regular classrooms is a challenge. At St Paul's Middle School, have class numbers of up to 30 and whilst we taught to the 'middle' very well, we were not extending those who needed it as well as we could have. We researched the concept of *differentiation* extensively and made the decision to not only plan our units of work with quite explicit differentiation principles, but to also place students into classes based on academic strengths and weaknesses. This was completely data driven, having derived this from past

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Semester results, NAPLAN, internal diagnostics, and the MYAT test. We have six classes per year level and although all classes receive the same assessment, and in planning, teachers deliver the same core curriculum as per the Essential Learnings, some classes receive extra support, move at different paces, utilise different strategies, receive different amounts of scaffolding, or use different texts. This allows the teacher to move onto enriched tasks once the core curriculum is achieved. In addition, pre-tests are conducted at the start of a unit to identify what the student already knows and what style of learner they are. Teacher planning then takes this into account.

### ***Early Entry – Big Decisions and Important Considerations***

Margaret Berry, Heidi Isaksen, Hetal Shah and Robyn Yared  
Robertson State School

Early entry to Year One is a way of meeting the educational and developmental needs of young learners. It enables a Prep-aged student to enter year one. The Early Entry pathway can be difficult to navigate, particularly if it represents uncharted territory. Robertson State School has a dedicated Gifted Education Program and has been implementing and refining their Early Entry process for more than ten years. A panel from the school, consisting of the Principal, Gifted Education Coordinator, as well as teachers from, Prep, Year One and multi-age classes, will deliver information about the process and requirements for Early Entry within Education Queensland. They will share teacher, student and parent experiences of early entry into year one as well as providing for students within the Prep environment. Following the

panel presentation, opportunity will be given for questions and discussion.

### ***A Journey to the Stars: Journey for Giftedness***

Anita Blay  
Robina State High School

This presentation provides an insight into a program for gifted students at Robina State High School. She outlines the challenges in establishing the program using the metaphor of a journey. “We finally got the OK to proceed. Small steps. Get it right.” The program began by grouping new Year 8 students with exceptional abilities into one pastoral class – ‘the Kingfisher Club’. Their abilities ranged from academic to sport, civics, leadership and the arts. The students of the Kingfisher Club were given opportunities outside the normal curriculum and outside the extra curricular activities already offered to their peers. Early the next year, three teachers from my school made a long trip north to visit a school with an awesome reputation. We spent a day in the school and came away with our minds swirling with information, ideas and enthusiasm. What now? Where do we go to from here?

### ***Gifted Young Adolescents: Developing a Personal Language of Self***

Lisette Dillon  
QUT

This paper shares aspects of a study that invited gifted young adolescents to author about their perceptions of themselves and their lives. Little research has engaged gifted young adolescents as



informants despite the complication giftedness can add to the task of developing a personal sense of self. With the aim of facilitating the development of a vocabulary for expressing their own emotions, hopes dreams and aspirations, ten participants aged between ten and fourteen were engaged in an email journal writing project over a period of six months. While the participants had each been identified as gifted within their own schools, the study was conducted away from the school setting. When techniques of close 'listening' were used by the researcher, participants were supported in the development of an emotional language seen as essential to healthy self-construction. Specific journal excerpts will be presented to show how participants portrayed themselves to a potential audience. Findings show that opportunities to self-author among gifted young adolescents offer an important avenue for growth in self-understanding. The insights provided will be of interest to both parents and teachers and all those concerned with the social and emotional aspects of giftedness and young adolescence. Keywords: gifted young adolescents; email; digital journaling, social-emotional.

### ***Can a Smorgasbord Approach to Gifted Education Cut the Anchor and Lift All Gifted Ships?***

Angela Foulds-Cook & Geraldine Townend  
The Southport School

Why it is that one school's approach to gifted education fails to reach gifted students with respect to identifying and providing appropriate academic intervention and support? Parents and teachers can feel discouraged when the hopes and educational pathways for their students are not the 'right fit'. Could a smorgasbord

approach to gifted education in the form of cluster groupings, vertical and horizontal acceleration, Honours Programmes, withdrawal for extension and enrichment and timetabled G&T classes afford greater opportunity for the provision of enriching educational experiences for the gifted? Could smorgasbord approach increase identification and prevent students from slipping through the gaps, and cast a wider net to help realize their potential? Is this realistic pathway for schools? Does this approach make the gifted educational experience too diluted? Or does it give educators and parents the opportunity to provide the very best for our diversely gifted children and allow them to rise with the tide?

### ***Gifted: Selecting the ships - Brisbane Boys' College - Gifted Education@BBC***

Jan Heffernan, Sandra Lummis, Barb Robson  
and Lesley Roy  
Brisbane Boys College

This presentation focuses on the issue of formalising selection and identification procedures for school-based provision. By building on teacher initiatives and drawing on research we have implemented formalised selection and identification procedures for the following activities (a) Maths Acceleration – Years 6 – 12 (Dovetailing into dual enrolments at UQ) (b) Foreign language subject acceleration (c) Grouping – Extension class (Years 9 & 10) and (d) Enrichment opportunities – BRAINways. Selection and identification is an ongoing process, which has involved us in reflecting upon our practices and changing our policies to reflect our students' needs.

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### ***Implementing Research-based Programs for Gifted Students: Developing a Collaborative School-wide Approach***

Katherine Hoekman

Abbotsleigh Anglican School, NSW

For well over a decade passionate advocates in the field of gifted education have acknowledged the need to rethink more traditional formats of gifted education services to better accommodate the strengths of current developments such as the advent of middle school initiatives, and to proactively respond to the wide variety of flexible grouping arrangements in schools. This keynote presentation will explore collaborative school-wide strategies to meet the needs of gifted students in ways that complement current educational trends. The experience of applying shared leadership principles to the development of gifted programs will be outlined, and the value of encouraging school-wide ownership will be discussed. Strategies to implement recommended practices in gifted education through resource consultation and collaborative teaching approaches that enhance the self-efficacy of teachers will be shared.

### ***Practising Gifted Education Principles with Teachers: Strategies to Enhance the Self-efficacy and Expertise of Talented Educators at Your School***

Katherine Hoekman

Abbotsleigh Anglican School, NSW

The practical application of strategies to implement recommended practices in gifted education through resource consultation and collaborative teaching approaches designed to enhance the self-efficacy of teachers will be demonstrated. The value of encouraging

school-wide ownership and modelling the importance of developmentally appropriate choice, challenge and complexity for gifted students through differentiated professional development will be discussed.

### ***Differentiation and QCAR***

Frances Hoyte

Education Qld, Darling Downs

The QCAR planning framework provides a challenge for educators to differentiate for the needs of diverse learners. In order to use this opportunity for learners of high ability, educators need an awareness of gifted students' specific learning needs and a repertoire of strategies and resources to implement differentiated learning opportunities. In the Warwick District, teachers are involved in shared planning days and teachers with knowledge of gifted education practice contribute ideas in response to specific units and specific students. Teachers are challenged to acknowledge prior learning, cater for advanced pace of learning and provide for an increased capacity for complexity. This discussion will share the Warwick district approach and invite participant input.

### ***Giftedness in Early Childhood-The Dizzy Limits***

Frances Hoyte

Education Qld, Darling Downs

This interactive session will probe the complex problem of giftedness in young children. It poses three questions: Can young children be 'gifted', how can giftedness be identified in young children, and how can educational



contexts cater for gifted young children? This discussion will engage with some Australian and international research to explore options for nurturing and challenging young children with high ability.

### ***Practical Ideas for Managing Gifted Students in the Early Years Classroom***

Heidi Elena Isaksen

Robertson State School

As a teacher of a Year 1/2 gifted multi-age class for over three years, Heidi has accumulated many ideas to aid in managing the needs of gifted learners. In this interactive workshop, participants will explore the various ideas Heidi has to offer. Participants will also be given the opportunity to reflect on and share their own ideas and strategies. By the end of the workshop, it is hoped that all will take away one new strategy to try in their own classroom the following week.

### ***Acceleration: Rising Through Locks***

Michele Juratowitch

Clearing Skies

Most gifted students are still locked in classes with age peers in what a gifted student has describes as “chronological apartheid”. Despite the release of the report “A Nation Deceived” and a gradual international acceptance of acceleration as an effective intervention strategy for gifted students, many parents and educators remain reluctant to use accelerative options with gifted students. Acceleration is still used sporadically in Australian schools and implementation practices are often haphazard.

Research regarding the successful acceleration of gifted students demonstrates some similarities with the practice of using locks in canals and waterways to raise the level of individual boats so that they can resume their journey at the higher water level. The practice of raising water levels in locks will be used to explore if acceleration is an appropriate pathway for gifted students and how acceleration can be effectively implemented in schools, enabling gifted students to access higher levels of challenge, advanced curriculum and friendships with more mature students.

### ***Advocacy: Harnessing Tidal Energy***

Michele Juratowitch

Clearing Skies

Advocacy for gifted children, whether at school, systemic or government level, takes enormous amounts of energy and must be as relentless as the tides. Environmental groups and agencies are advocating tidal energy as an efficient way to generate renewable energy. How can parents of gifted children generate awareness of their child’s specific educational and psychosocial needs? Where can we access the necessary knowledge and resources to advocate effectively? What are the tools and skills required for parents, teachers and administrators to build a supportive and sustainable environment for the gifted? Is it possible to harness sufficient energy to effect change within classrooms, schools, educational systems, the political arena and the broader community?

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## ***Catering for Gifted Students in the Mainstream Classroom***

Meagan King

Moreton Bay Boys College

Gifted education is a rising tide and it is a tide that we should never turn our backs on. Unfortunately, whilst many schools purport to cater for gifted students, the provisions are limited to one off opportunities and after school programs. How are our gifted children supposed to thrive and shine when the opportunities are so few and far between? This paper will address these concerns and outline some ideas for catering for gifted students in the mainstream classroom everyday. Administrators should leave with some ideas for introducing gifted education into their school while teachers should leave with some practical ideas to implement into their classrooms.

## ***Developing an Inclusive National Curriculum***

Tony Kitchen

ACARA

This presentation will address the development of the national curriculum development with a focus on Inclusivity and how the national curriculum will provide for the educational needs of every child. The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for the development of a national curriculum in English, mathematics, science and history (first phase) and for geography, languages and the arts (second phase). ACARA is committed to developing a national curriculum that is focused on inclusivity and sets high expectations for all students.

## ***Grammar and the Gifted***

Tanya Murphy

Education Queensland

If a man has a talent and cannot use it, he has failed. If he has a talent and uses only half of it, he has partly failed. If he has a talent and learns somehow to use the whole of it, he has gloriously succeeded, and won a satisfaction and a triumph few men ever know (Thomas Wolfe, 1939). Although the study of grammar is essential for all students, for those with domain-specific gifts in literacy it has a particularly significant implication. This arises from the fact that their talent is expressed through the use of words - the very foundation or 'core business' of traditional and functional grammar. Drawing on research and personal professional experience, this presentation will explore the place of grammar in furthering the literacy skills of gifted students. Time will then be taken to consider implications and helpful strategies for the mixed-ability classroom.

## ***Days of Excellence: A partnership Between Education Queensland, QAGTC and BRAINways EDUCATION to Deliver High Quality Enrichment Programs***

Mirella Olivier

BRAINways EDUCATION

Although many programs are provided to support gifted children, research has identified specific characteristics of these programs which are conducive to significant academic gains. In developing and delivering these programs evidence based best practice is essential. This paper outlines one approach. A partnership



between Education Queensland, QAGTC and BRAINways EDUCATION, the Days of Excellence enrichment programs were offered to 146 state as well as private schools in the South Coast Region. The essential research based characteristics of this program will be described. The Days of Excellence programs met all those requirements. The programs also enjoyed an excellent response and excellent feedback from teachers, students and parents. Likely to become a yearly occurrence in the South Coast Region, the Days of Excellence initiative is also being considered for implementation in other Education Queensland Regions.

### ***An Introduction to Giftedness: Helping to Raise the Bar***

Michelle Ronksley-Pavia and Judith Hewton  
QAGTC

This workshop will provide an introduction for teachers and parents of gifted students, and others who would like to learn more about giftedness and gifted education. It will target those who are new to gifted education or who just need to revisit some basics about the identification and needs of gifted children. The presenters will help you achieve a better understanding of the gifted child, methods used in identification, and strategies for education of these students. This workshop will examine various definitions and models of giftedness including the acronyms and abbreviations in use, as well as enrichment, extension and other educational provisions such as differentiation. We will also discuss two issues that arise frequently: 'what is GLD/2E?', and 'who is Dabrowski?'. Enhancing our knowledge and skills builds confidence in us all to contribute to

raising the bar and improving the lot of gifted children. You will be encouraged to apply your new knowledge by providing answers to problems identified in the workshop by participants, in a supportive, relaxed workshop environment.

### ***Differentiated Curriculum in the Early Years through Negotiated Play***

Desley Joy Smith  
Cooroy State School

One premise inherent in the Early Years Curriculum Guidelines is that of "negotiated play". Through negotiated play and real life scenarios, the curriculum is able to be easily differentiated to meet the needs of gifted students and all learners, their learning styles and interest areas. Consequently, all "ships are lifted by this rising tide" in a differentiated Prep classroom. As GEM at Cooroy State School, I nominated our school in the Hermitage Research Station's Grain Project in 2009. Last year's investigation melded perfectly with a negotiated play situation already operating in my Prep classroom. My class was the only one that completed the research and entered a project in the competition. We received a Highly Commended Award in the P-3 section State-wide. This was a project I had organised for gifted students that was able to benefit and engage every student in a Prep setting, gifted or otherwise. A PowerPoint presentation of this project records the students' involvement. Other investigations also provide similar examples of such differentiated curriculum. Investigations through negotiated play enhance independent planning and learning skills, extend co-operative, imaginative and creative pursuits and enable gifted students to demonstrate their

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expertise and knowledge. Gifted students can start their education with interesting challenges!

### ***Parenting Gifted Children***

Heidi Smith, Janelle Andrews and Meagan King  
(Chair)

Moreton Bay Boys College

During this panel group two mothers will be sharing their experiences of parenting gifted children. Heidi is the mother of two gifted children. Her oldest son has just started prep as an early entry student. Heidi will be sharing some insights into key events that led her to believe her son may be gifted. Some of the early indicators she picked up on right from birth will be discussed. She will also explain the processes she had to undertake as she was making the decision to pursue early entry for her son. Janelle will be also talking about what it is like to raise a gifted child. However, unlike Heidi, Janelle really had no idea that her son was any different to any other child. How do you know when this is your first child? What do you do once you do know anyway? Which school should you go to? Who can you talk to? Is it worth getting an IQ test done? Who will help you? These and several other questions will be explored throughout this panel.

### ***Science for Primary Gifted is Almost Automatic***

Susan Stevens

QAGTC

Parents, educators and the Gifted Education community can benefit from examining the advocacy strategies that have been effective locally, abroad and in diverse fields in order to

raise the level of our own efforts. Tides and attitudes change, but we must direct the flow if we are to advocate effectively for our gifted youth. “Certainly, many primary teachers are intimidated by science due to a dearth of science background in their training. Contemplating facing gifted students in science becomes then, ever more daunting. By learning the straightforward tenets of scientific literacy and embracing scientific method, we will learn how to transform any science lesson to satisfy the enquiring minds of all degrees of gifted students. The presenter has had much success using this method as a guest science presenter and has found primary science to be a simple vehicle to enable delivery of defensible gifted programs for gifted primary students. Participants are invited to bring their science curriculum to be work-shopped so as to have a ready program for delivery and the means to transfer these new skills to future programs.

### ***Clear Sailing : Navigating The Strategies and Indicators Document***

Susan Stevens

QAGTC

Gifted education is happening in our schools. No school denies this but how can schools and parents assess the effectiveness of the program that they have on offer. The Strategies and Indicators document was produced to support the Education Queensland Gifted and Talented Students Action Plan. It is designed to allow schools to determine their level of achievement in articulating the Framework of Gifted Education and to provide a clear set of strategies to enable a whole school approach leading to the full realisation of effective program accommodations for gifted students.



### ***Intentions and Academic Success: Understanding Motivation for Gifted Children***

Lesley Sutherland

A.B.Paterson College, Gold Coast

The challenge of understanding gifted children and adolescents who underachieve is complex for their parents, teachers and themselves. This session will address the elements of motivation, including self-efficacy, theories of intelligence, mastery and performance goals that can enlighten gifted students and inform the advanced teaching and management skills required. The differences between entity and incremental views on intelligence using neuroscience can impact on gifted students' progress. Recent research in the motivation field has addressed emotional effects, gender differences, learning disabilities, motives to self regulate behaviour, peers and teachers' self fulfilling prophecies. Gifted students' personal goals and struggles to develop personal values have a significant effect on their motivation and long term aspirations. This session will provide an overview of my understanding of the current state of motivational research from the gifted perspective. Audience participation is strongly encouraged.

### ***4D Accelerated/Extension Program***

Carol Walker

Centenary Heights State High School Toowoomba

The 4D Program has been a labour of love that has taken a number of years to reach fruition. The 4D Program is based on the researched belief that Gifted students are well served if programs presented to them involve Depth, Density, Difficulty and Diversity.

Research informs us that all people learn differently and at different rates in all subjects. The prime aim of this Program is to enable students who learn quickly in Mathematics and English to progress seamlessly from the primary schooling years to more challenging levels of study. The Program is enabled through the use of Multilevel classes and individualised Acceleration Options. Students are identified on the basis of a number of criteria, while individualised acceleration involves even closer consideration of the student's and their particular needs. We work closely with feeder Primary Schools in our Cluster as well as with students and their families. Evaluation based on student feedback suggests that program is challenging and rigorous.

### ***Lifting the Level of Gifted Programs: Effective Evaluation Practices***

James J Watters

QUT

Giftedness and the education of the gifted are often contentious issues. Defining what exactly giftedness is, what educational strategies are appropriate and when to apply these, creates passionate debate. Virtually every strategy advocated in gifted education can be, and is challenged on equity grounds. Early entry, streaming, grouping by ability and acceleration are approaches that are passionately contested depending on the advocates' beliefs. Unfortunately the debate is too often conducted in a void of reliable information. This presentation addresses the principle of evidence-based practice. The presentation will examine effective models of evaluation which enable practitioners and administrators to access evidence that supports or challenges their assumptions and programs. In particular, the application of Jacob's five-tiered

approach to program evaluation will be explored. This approach has been applied in systemic renewal processes related to gifted education. The development of policy, practices and the defence of viable approaches to gifted education depends of sound evidence that practices are appropriate. Schools and programmers are obliged to provide evidence that the strategies and approaches they use to meet the needs of gifted children are effective.

### ***Tidal Waves: Early Years Differentiation***

Gail Young and Lyn Allsop

Holland Park State School and QAGTC

Young gifted children are given less attention by educators, policy makers and researchers than older children even though research in early childhood suggests that giftedness is evident from infancy and has an impact on the behaviour and development of the child. Young gifted children have a range of learning and affective strengths, needs and interests as a consequence of their giftedness. Unless the curriculum is differentiated to address these special characteristics young gifted children will not meet with life success. This interactive workshop will inspire all educators, teachers, administrators, special needs teachers and HOCs to learn and acknowledge successful workable strategies as the Tidal Waves of Differentiation which will sustain young gifted students to Belong, Being and Become prepared for Life Success. Participants will become familiar with the cognitive and affective characteristics of young gifted children that guide implementing differentiation through flexible grouping, Compacting Curriculum, designing Tiered Tasks and Individual Learning Investigations with Innovations. Ongoing information gathering of gifted students starting points, interests, abilities that takes place before, during and after learning will be highlighted with the need to believe that young gifted students should be held to high standards of achievement.



# About the Presenters

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## **Lyn Allsop**

Lyn is the treasurer of QAGTC Inc and the 2010 convenor of the QAGTC Inc state conference. Lyn is a former experienced middle phase teacher, qualified teacher librarian and former Education Advisory teacher in ICT with the Department of Education and Training. Lyn is a strong advocate for gifted education and is the mother of a gifted student living and working in the USA. Lyn mentors her two school age gifted grandchildren with focused energy to ensure they meet with education success and learn resilient behaviour.

## **Janelle Andrews**

Janelle is a wife, mother and police officer of 19 years. Life took an unexpected detour when her 5 year old son who is now in Year 1, was identified as gifted. Janelle compares her son to like watching a bushfire. It seems that the more wind that blows, the more intense things become. By sharing her experiences, Janelle hopes to help other parents who may find themselves in a similar situation.

## **Anita Blay**

Anita is the coordinator of the gifted and talented program 'The Kingfisher Program' and a senior Mathematics teacher at Robina State High School. Her degree consists of a major in psychology and a semester's study of the teaching of the gifted and talented. She is passionate about providing for students with exceptional abilities and dispelling the myths surrounding them.

## **Carol Barnes**

Carol coordinates the NSWAGTC GLD support group. As convenor of the Gold Coast QAGTC parent support group, Carol

represents QAGTC on Education Queensland's South-Coast Gifted Education Steering Committee. In 2009, she presented at World Gifted in Vancouver and Gifted Challenge at UWS, and completed accredited training as a SENG Parent Group facilitator under the American SENGifted Association.

## **Damien Barry**

Damien is Director of Middle School at St Paul's School. He has been at St Paul's for 3 years, prior to this appointment I was Head of HPE and Sport at Clayfield College for several years.

## **Margaret Berry**

Margaret has been involved in the leadership of primary and secondary schools for over 15 years. As principal of Robertson State School for the past 2 ½ years, Margaret has conducted initial interviews with parents around Early Entry, informing them of the requirements for the process and making practical recommendations. Margaret's leadership has streamlined the Early Entry process.

## **Lisette Dillon**

Lisette is completing a PhD in the area of giftedness study through the Faculty of Education at the Queensland University of Technology in Brisbane. Lisette has returned to full-time study after teaching into the teacher training program at the University of Southern Queensland in Toowoomba for many years. Her specific area of interest is in ways to support social-emotional development in gifted children.



### **Angela Foulds-Cook**

Angela Foulds-Cook, B.A, Dip Teach, is the Associate Dean for Teaching and Learning at the Southport School and is the Head of Gifted Education P-12. She is currently studying a Masters in Science (Ed) using brain based learning techniques via Maker Model Differentiation for gifted and talented science students. She is the Mother of two identified gifted boys, one GLD.

### **Jan Heffernan**

Jan is a member of the Brisbane Boys' College Gifted Education Focus Group. Collectively the group represents junior, middle and senior school programs. Additionally it has representatives of senior administration and middle management. Each member has extensive experience and current qualifications in gifted education from the University of NSW and University of New England.

### **Judith Hewton**

Judith is a Past President of both QAGTC, and AAEGT, the national body. She is an educator and writer (government and university). Judith has written, or contributed to every iteration of gifted policy in Queensland and worked across all systems. She volunteers for QAGTC as a gifted children's advocate.

### **Katherine Hoekman**

Katherine is a former Vice President of the NSW Association for Gifted and Talented Children, an internationally known speaker and researcher in gifted education and a visiting fellow of the School of Education, UNSW. She is currently Director of Research and Innovative Learning, Abbotsleigh Anglican School, NSW. Her major interests lie in motivational and

affective influences on academic achievement. As a school administrator and academic she is committed to implementing research-based practice in education.

### **Frances Hoyte**

Frances works for Education Queensland in the Darling Downs and South West Region as a Gifted Education Co-ordinator. In 2008 she was awarded a Teacher Excellence Award which provided the opportunity to attend the 2009 World Conference for Gifted And Talented and the time to engage in professional reading in Gifted Education.

### **Heidi Isaksen**

Heidi currently teaches a Year 1/2 multi-age class at Robertson State School. Students are selected for the class for their advanced learning potential. Through her experience with gifted students, including some who have received Early Entry and others who have completed a year in Prep, Heidi has much wisdom to impart on the needs and development of gifted students.

### **Michele Juratowitch**

Michele is Director of Clearing Skies and provides counselling, consulting, professional development and project management. She works with gifted students, their parents and teachers; lectures and is involved in GERRIC programs. Michele has qualifications in Counselling and Gifted Education and was awarded a Churchill Fellowship to study the counselling and intervention needs of gifted children, adolescents and families.

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### **Meagan King**

Megan is currently the Coordinator of Gifted Education at Moreton Bay Boys' College. Meagan completed her Masters of Gifted Education at UNE. She writes and teaches programs that cater for gifted students in the mainstream classroom. Several of these programs have been published both privately and through initiatives such as the Unicorn Project.

### **Tony Kitchen**

Tony is currently the Manager, Curriculum at the Australian Curriculum, Assessment and Reporting Authority (ACARA), responsible for the mathematics and science learning areas. Additionally Tony is involved in monitoring the implications of Equity and Diversity and the stages of schooling perspectives for the development of the Australian Curriculum. Tony has been a Manager for Engagement for the Interim National Curriculum Board since February 2009, before taking up the position of Manager, Curriculum, for ACARA from July 2009. Tony's career in the Australian education field includes positions as curriculum writer, evaluator, lecturer and teacher.

### **Sandra Lummis**

Sandra is a member of the Brisbane Boys' College Gifted Education Focus Group. Collectively the group represents junior, middle and senior school programs. Additionally it has representatives of senior administration and middle management. Each member has extensive experience and current qualifications in gifted education from the University of NSW and University of New England.

### **Tanya Murphy**

Tanya is an experienced primary school teacher who has also spent a number of years as a Gifted Education Mentor, supporting students (and teachers) within and outside her own class. The last twelve months has seen her role shift to a regional level, assisting schools improve their ability to appropriately cater for gifted students. A trained tutor, Tanya also facilitates workshops around classroom applications of functional grammar.

### **Mirella Olivier**

Mirella is the Coordinator of BRAINways EDUCATION. She has completed a Bachelor of Medical Sciences, a Masters of Health Sciences, and she is a PhD candidate (LaTrobe University – Melbourne). Mirella completed Health Education and Communication training and became involved in education at the tertiary, and later primary and secondary levels, with specific focus on gifted education. Mirella is also completing a Graduate Diploma in Education.

### **Barb Robson**

Barb is a member of the Brisbane Boys' College Gifted Education Focus Group. Collectively the group represents junior, middle and senior school programs. Additionally it has representatives of senior administration and middle management. Each member has extensive experience and current qualifications in gifted education from the University of NSW and University of New England.



### **Michelle Ronksley-Pavia**

Michelle comes from an artist and art teacher background. Initially teaching in NSW ACE Colleges before moving to QLD and teaching at TAFE, Gold Coast schools and art workshops for Gold Coast branch of QAGTC. Michelle is currently Gold Coast Branch President and in her third year studying for a Masters in Education, specialising in Gifted & Talented.

### **Lesley Roy**

Lesley is a member of the Brisbane Boys' College Gifted Education Focus Group. Collectively the group represents junior, middle and senior school programs. Additionally it has representatives of senior administration and middle management. Each member has extensive experience and current qualifications in gifted education from the University of NSW and University of New England.

### **Hetal Shah**

Hetal is a Prep teacher at Robertson State School. For the last two years, Hetal's classes have included a cluster of gifted students. To provide for their specific learning needs, she has shaped an enriched learning environment with opportunities for challenging and advanced learning.

### **Desley Joy Smith**

Desley is a Primary School teacher with over 16 years experience in State school Early Years education in the Kimberleys, Melbourne and Queensland. She is currently on contract at Cooroy State School, having taught Prep for last 2-3 years. She trained GEM and First Steps tutor and is a parent of two gifted children aged 7 and 9.

### **Sue Stevens**

Sue is a secondary science teacher with a masters' degree in gifted education. She brings to her presentation, the highs and lows of her personal journey to attain appropriate programs for gifted children. Sue has co-written the Strategies and Indicators document for Education Queensland and is currently in negotiation with Brisbane Catholic Education to produce a similar guideline for Brisbane Catholic schools.

### **Lesley Sutherland**

Currently the gifted and talented coordinator at A.B.Paterson College, Lesley has been active in the gifted field for ten years as a practitioner, researcher and presenter. Her presentation at the 2009 Vancouver conference for the World Council for gifted and Talented children addressed issues of IQ testing.

### **Geraldine Townend**

Geraldine (MEd, BSc (Hons), PGCE, Dip TESOL) is the gifted education teacher at the Southport School (TSS) for P-7. She holds Masters in Education and specialises in G&T. She has a Bachelor of Science (Hons), and has taught primarily in senior schools in maths, SOSE and Business Studies. She is the mother of two identified gifted children, one GLD.

### **Carol Walker**

Carol has taught at both University and Secondary levels in Australia and overseas. Because she enjoys working with the energy of youth, the secondary area has been her primary working arena. In recent years she has ridden the rising tide of Gifted that has actually lifted ships.

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### **James J Watters**

Jim is an Associate Professor in Education at QUT. He is vice president of QAGTC and AAEGT and Associate Editor of the Australasian Journal of Gifted Education. He has spent 30 years in gifted education as a classroom teacher, university lecturer and researcher. His interests focus on the processes of learning and motivation in high ability people. His experience in evaluation includes being commissioned as a reviewer of Queensland Government policies in gifted education and science and mathematics education. He has been extensively involved in professional development programs in gifted education.

committee and an information volunteer counsellor with QAGTC Inc.

### **Robyn Yared**

Robyn is the Gifted Education Coordinator at Robertson State School. Through her work with students, parents and educators, Robyn has gained first-hand experience with the complexities surrounding the education of the gifted. Robyn organises and guides the implementation of the Early Entry process.

### **Gail Young**

Gail is Acting Head of Curriculum and the Gifted Education Mentor(GEM) at Holland Park State School. She has a Masters' Degree in Special Education specialising in Gifted and Talented Students. Gail is an experienced Early Phase teacher. Gail acknowledges and facilitates quality whole school educational programs for gifted students from prep to year 7 creating differentiated curriculum and acceleration for identified gifted students. Gail accepts challenge and positively responds to support her colleagues to overcome underachievement and sustain partnerships with all stakeholders in providing support for gifted students. Gail is a member of the QAGTC Inc state management