



# *Gifted 2025: How will we get there?*

## Queensland Association for Gifted and Talented Children Inc.

Brisbane Convention and Exhibition Centre  
27th State Conference - Friday 15th and Saturday 16th March, 2019



Bronwyn McLeod



Leonie Kronborg



Susen Smith



Tony Ryan

## QAGTC State Conference 2019

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## Conference Information

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Name badges must be worn at all times for entry to conference sessions and to receive catering.

### Rooms and Presentations

Your program includes a map of the venue which will assist you to locate rooms for the presentations of your choice.

### Mobile Phones

Delegates are requested to ensure that mobile phones are switched off during sessions.

### Wireless Internet Access

The Brisbane Conference and Exhibition Centre provides a limited wireless internet access in all open spaces. There is no access provision within the venue rooms.

### Morning Teas and Lunches

Morning tea and lunch will be served along the Plaza Level Hallway outside the rooms being used.

### Disclaimer

The speakers, topics and times of this program are correct at the time of printing. In the event of unforeseen circumstances, the QAGTC reserves the right to modify the conference program.

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## PROGRAM FOR FRIDAY 15 March 2019



Bronwyn MacLeod, has a Certificate of Gifted Education and a Masters of Education, specialising in Gifted Education, from the University of New South Wales, and has undertaken doctoral studies focusing in Gifted Education and Technology also at the University of New South Wales.

She is the author and co-author of five educational texts on curriculum differentiation and gifted education, the author of Module 5 of the Australian Government's Gifted and Talented Teaching Package, and has planned, implemented and published school action research projects for Independent Schools of Queensland, Sydney Diocesan Catholic Education, and the

Independent Schools of Western Australia. Bronwyn also works with schools and educational authorities in New Zealand, South-East Asia and Africa.

She has taught mixed ability and self-contained gifted classes from K - 12 in government and independent schools, as well as gifted courses with UNSW.

She has been a keynote presenter at many State and National Conferences in Australia, and has presented papers at international conferences. Bronwyn is one of the coordinators of the JASON Project for Australia and New Zealand.

### ***Workshop with Bronwyn MacLeod***

*Curriculum Differentiation and Meeting the Needs of Gifted Learners: Strategies for teachers and leaders*

<b>8 – 8.45 - Registration</b>	<b>Plaza level</b>
<b>8:45</b>	<b>Welcome Introduction - Opening</b>
9:00 – 10:45	Current practices in classrooms and schools: how do we know if we are meeting the needs of our gifted learners?
10:45 – 10:50	Teachers Mutual Bank presentation
10:55 – 11:00	Teachers Union Health
<b>11:00 – 11.30</b>	<b>Morning Tea - Trade Exhibition</b>
11.30 – 1:00	Assessment and tiered learning in mixed ability classrooms: the how and why?
<b>1:00-1:45</b>	<b>Lunch - Trade Exhibition</b>
1:45 – 3:15	Is differentiation enough - programs and provisions beyond the classroom; the impact of external drivers and high stakes testing on school gifted programs.

***Note to attendees: Please bring your mobile devices as the handout is electronic and may be typed into for your notes and workshop activities.***

# QAGTC 2019 STATE CONFERENCE – TIME TABLE SATURDAY 16<sup>th</sup> MARCH

7:30	Registration – Plaza Level				
8:30	Opening and Welcome				
8:45 – 9:35	<b>Keynote - Leonie Kronborg</b> Teachers of gifted students who are motivated to make a difference: What can be learned from experienced teachers' teaching and learning experiences?				
9:40	Morning Tea and Networking / Trade Exhibitors				
10:00 – 10:50	<b>Keynote - Susen Smith</b> Scaffolding underachievers to achieve: Promising practices to promote potential into performance.				
11:00 – 11:50	<b>Keynote - Tony Ryan</b> Gifted 2025: The Extraordinary Possibilities.				
11: 50 – 12.40	Lunch Break - Trade Displays and School Poster Exhibits				
		<b>Plaza 9</b>	<b>Plaza 10</b>	<b>Plaza 11</b>	<b>Plaza 8</b>
12:45 – 1:25	<b>Leonie Kronborg</b> Providing a Supportive Environment for Gifted and Highly Able Students: Issues to Consider	<b>Bronwyn MacLeod</b> Supporting gifted children at home and at school: it takes a village to raise a child	<b>Tony Ryan</b> Creating Junior Entrepreneurs	<b>Carol Barnes</b> The new Queensland Year 12 system and gifted learners with disability	
1:30 – 2:10	<b>Geraldine Townend</b> Gifted 2025: Supporting Gifted Students to Achieve Academic Success in the long-run	<b>Susan Stevens</b> Are We Stifling The Success Of Our Capable Students?	<b>Michele Juratowitch</b> Choices About Education: Moving towards 2025.	<b>Mirella Olivier</b> Early Identification and Provisions for Gifted and Talented Students	
2:15 – 2:55	<b>Frances Hoyte</b> Gifted children learning: the interplay of challenge, attitude and feedback	<b>Barry Dean</b> How external evidence can inform student learning	<b>Anthony Stevens</b> Aiming for the stars: What should we be asking from schools?	<b>Annette Ryan</b> Gifted 2025 – “Many happy returns!”	

3:00 -3:30 Conference Closing and QAGTC General Meeting - ROOM P 10

### Opening and Welcome

8:30 - 8:45

### KEYNOTE - LEONIE KRONBORG

8:45 - 9:35



**Bio:** Dr Leonie Kronborg, is a Senior Lecturer and Co-ordinator of Gifted Education in the Faculty of Education, Monash University, Australia. Her research interests include teacher education, talent development, giftedness and gender. Leonie is a

past president of the Australian Association for the Education of Gifted Children, and currently president of the Association for the Education of Gifted and Talented Children in Victoria (AGATEVic). She is Vice President of the World Council for Gifted and Talented Children, Co-Editor of Gifted and Talented International and on the Editorial Boards of Gifted Child Quarterly, Journal for Advanced Academics, and the Australasian Journal of Gifted Education. Leonie gained the Monash University Vice-Chancellor's Award for Teaching Excellence in 2013. <https://research.monash.edu/en/persons/leonie-kronborg>.

### **Teachers of gifted students who are motivated to make a difference: What can be learned from experienced teachers' teaching and learning experiences?**

Teachers of gifted and highly able students, and teachers interested to develop learning opportunities for gifted students in their schools, were selected to participate in a Professional Learning unit of study, at postgraduate level, with a focus on developing students' gifted potential. The PL experience for teachers was based on learning about various issues related to teaching students for talent development from an evidence-based perspective. Furthermore, these different cohorts of teachers were invited to participate in research conducted to investigate experienced teachers' beliefs, perceptions, motivations, and pedagogy found to be effective when teaching gifted and highly able students in diverse learning environments. Teachers have taught in selective high schools, secondary schools with select entry accelerated learning (SEAL) programs, and mixed-ability primary and secondary schools with differentiated learning experiences for highly able students. Data from these studies will be presented.

### Morning Tea - Networking - Trade Exhibitors - School Posters

9:40 - 11:25



**Bio:** Dr **Susen Smith** is GERRIC Senior Research Fellow and Senior Lecturer in Gifted and Special Education at the School of Education, University of NSW. She has three decades of leadership, teaching, and research experience from pre-K to adult education. Her research and practice interests include: Differentiating

curriculum and pedagogy for diverse student needs in multi-disciplinary contexts, Gifted underachievement, Twice-exceptionalities, Social-emotional needs, Academic engagement, Enrichment, and Community-based programs, such as Tournament of Minds and the GERRIC student Scienica programs. Susen is on the editorial boards of the Gifted Child Quarterly, International Journal for Talent Development and Creativity, and the Australasian Journal of Gifted Education. She has been a visiting scholar to Columbia University, Imperial College London, CUNY, and the Hong Kong Institute of Education, has acquired competitive research grants, is published internationally, and keynoted at regional, state, national, and international conferences. She has been an academic adviser for educational departmental policies and programs for decades in addition to having on-going advisory board membership appointments. Susen chaired the inaugural national GERRIC Gifted Futures Forum for Talent Enhancement and has organised regional, national, and world conferences and many gifted education outreach enrichment programs across several universities in Australia and internationally. She created the Model of Dynamic Differentiation (MoDD), provides professional learning across Australia and internationally, and is currently editing the Giftedness & Talent Development in

the Asia-Pacific Springer International Handbook. Email: [susen.smith@unsw.edu.au](mailto:susen.smith@unsw.edu.au)

### **Scaffolding underachievers to achieve: Promising practices to promote potential into performance**

It is speculated that approximately 50% of gifted students are underachieving! The reality of education today for many of these advanced learners, however, is that they can be mischaracterised, misidentified, misunderstood, misplaced, missed, or miss-out on educational support altogether! In turn, many gifted students become disinterested, disengaged, discouraged, or disruptive in school if the teaching does not match their social-emotional and educational learning needs, and underachievement may result. Certainly, in society today, misinformation, misconceptions, and misguided dispositions can hinder effective provisions for gifted students, especially for those students who challenge authority or present with inappropriate behaviours, which tend to alienate others! But why do these characteristics, behaviours, or perceptions eventuate and what can be done to inhibit them to increase achievement? How do we take today's realities of underachievement to tomorrow's actualities of achievement? This keynote will reiterate the present state of underachievement for gifted students and impart those practices in varying educational contexts within which achievement can be scaffolded by both parents and teachers alike. Underachieving students' social-emotional and educational needs can be identified, understood, unmasked, supported, and nurtured in varying learning contexts so their individual talents can emerge.



**Bio:** Tony is an education futurist. In the past two decades, he has directly worked with over 1000 schools, colleges, TAFEs and universities in 10 countries around the world. He is an ambassador for School Aid Australia, a non-profit organisation that has raised over \$5 million in the past fifteen

years to support children in disaster-affected regions of the world. Tony is the author of the Thinkers Keys, The Ripple Effect, Mindlinks, Wrapped In Living and a series of manuals and workbooks that stimulate innovative thinking in classrooms. His latest book is 'The Next Generation: Preparing Today's Kids For An Extraordinary Future'. Tony has recently appeared on mass media throughout Australia, and twice featured on national TV with Channel 7's 'The Daily Edition'. His core message is

that the future is meant to be a promise rather than a threat to our children.

### **Gifted 2025: The Extraordinary Possibilities**

This provocative and practical session will explore some possible scenarios for gifted learning environments in 2025 and beyond, and then clarify a series of supportive and future-preparing actions we can take today.






## School Displays

*Citipointe Christian College*

*Holland Park State School*

## Sessions and Abstracts

### SESSIONS STARTING 12:45 to 1:25

Plaza 9	<b>Leonie Kronborg</b> 	<b>Providing a Supportive Environment for Gifted and Highly Able Students: Issues to Consider</b>  Emotional support from teachers and parents is important for helping gifted students to sustain themselves in learning environments. Effective interpersonal relationships and interpersonal communication have been found to be critical to the teaching-learning process and the social development of gifted and talented students. Additionally, teachers and parents can help to facilitate gifted students' emotional well-being in high ability groupings. These issues will be considered and discussed.
Plaza 10	<b>Bronwyn MacLeod</b>  Refer page 5 for Bio.	<b>Supporting gifted children at home and at school: it takes a village to raise a child</b>  Raising a gifted child is a process that is often filled with a mixture of joy, laughter, frustration and worry. How should the village support both the child and the family in this journey? How do students, parents and schools work together to navigate the pathways and obstacles that may present themselves to these students? What does the research say and how do we respond to this?
Plaza 11	<b>Tony Ryan</b> 	<b>Creating Junior Entrepreneurs</b>  Exceptional children today won't just be <b>seeking</b> work and life opportunities that are dictated by their elders. They will increasingly be <b>creating</b> their preferred work and life futures themselves. Developing their entrepreneurial skillset will support that creation of their future purpose. This workshop will offer many practical examples of how to build up these skillsets

## Plaza 8

### Carol Barnes



Carol Barnes is an honorary Visiting Fellow (gifted education) at GERRIC within UNSW. She is national coordinator and Sydney meeting convenor for GLD Australia, a not-for-profit online learning community focussing on gifted learners with disability (GLD). She is currently consulting (as a volunteer) to NSW government on seven GLD-related projects and reviews. A resident of Queensland, Carol is also vice-president/parent support group convenor of the QAGTC branch on the Gold Coast, where she is undertaking a Bond University PhD in Law on the topic of this session

### The new Queensland Year 12 system and gifted learners with disability

All students with professionally documented disability, including gifted students, are in some circumstances protected by Australian disability discrimination legislation. They may be entitled to adjustments (eg, extra time, keyboarding, etc) to their assessment tasks so that they may demonstrate what they have learned, on the same basis as students without disability.

With the advent of the new Queensland senior secondary system starting this year, what are the implications for gifted learners with disability who must sit the new State-imposed exams at the end of Year 12 in 2020 - the exams whose results will 'count' in the calculation of the student's ATAR.

Why have gifted students been particularly disadvantaged in other States with a similar Year 12 exam system? And what must we do NOW so that gifted learners requiring disability adjustments will be 'ready' when the time comes?

Those planning to attend this session are strongly encouraged to look at <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara> before the conference. Click on the boxes at the bottom of that screen, and print out anything of interest or concern to bring to the session.

## SESSIONS STARTING 1:30- 2:10

## Plaza 9

### Geraldine Townend



Geraldine Townend is a published academic with over a decade of experience in the field of gifted education, having expertise in the area of twice-exceptionality. Geraldine is a lecturer at the University of New South

Wales with GERRIC. She completed her PhD at Griffith University in Queensland and is a Research Fellow at the Griffith Institute of Educational Research. Her research interests focus on supporting gifted and twice-exceptional students to aspire to their potential in education, which includes the development of positive academic self-concept.

Geraldine's research findings indicate that there are several sociological and psychological influences on academic self-concept, including a social comparison theory, and she is particularly interested in the interaction between teachers and their students.

### Gifted 2025: Supporting Gifted Students to Achieve Academic Success in the long-run

There's more to academic success than coaching, showing up for classes, taking notes, reading the textbooks, and studying right before the tests. Learning involves a complex set of skills that require practice. However, optimal learning for gifted students requires even more than just skills. Geraldine's research findings indicate that there are several sociological and psychological influences on academic achievement and she will share ideas and strategies for teachers and parents to support the best outcomes for gifted students.

**Plaza 10****Susan Stevens**

Sue is a mathematics and science teacher of long standing. She is the mother of three gifted children and has a masters' degree in gifted education, both factors informing her continual promotion of appropriate accommodations for gifted children in schools through the work of QAGTC.

Sue is a passionate provider of teacher professional development workshops and seminars and has written documents for the implementation of gifted provisions for both Education Queensland and Brisbane Catholic Education. For students, she wrote the gifted supplement modules for ACARA and Australian Science Teachers' Association online curriculum support. She is an enthusiastic creator and deliverer of STEM programs for gifted students from prep to Year 9 and a judge in the annual Science Teachers' Association Queensland (STAQ) Science competition. Sue is presently directing her attention to delivery of curriculum to explicitly promote growth in each student's learning.

## Are We Stifling The Success Of Our Capable Students?

There is much evidence that Australian students are not always holding their ground on the world stage. Many students and their families hold elevated perceptions of students' educational attainment despite falling levels of literacy and numeracy. We have a national curriculum developed to equip our students for the twenty-first century, so perhaps something is going awry.

What if we taught classes, expecting students can, rather than can't? What if we taught classes, expecting students will be able to, rather than won't?

We will explore the current expectations we have of students and how we formed these expectations, particularly of those considered academically gifted, and the impact this may have on these students reaching their true potential.

**Plaza 11****Michele Juratowitch**




Michele Juratowitch, Director of Clearing Skies, provides a range of services for gifted children, parents, schools, organisations and institutions. Michele provides counselling and

a range of programs for gifted youth and their parents; professional development; project management; consultation; advocacy; research and resource development. During her work with GERRIC, Michele lectured in postgraduate courses, conducted research, delivered programs for parents and students. Michele was awarded a Churchill Fellowship to study the counselling and intervention needs of the gifted. She wrote Study: The Simple Facts, co-authored the research report Releasing the Brakes for High-Ability Learners and Make a Twist: Differentiating curriculum for gifted students.

## Choices About Education: Moving towards 2025

Parents make critical choices about their gifted child's education, determining what educational opportunity they believe will be the best way to address their child's specific educational, extracurricular and psychosocial needs. One size does not fit all – whether this is the type of education or form of provision for gifted students. Recent research has explored decisions that parents are making about educational provisions for their children and identifying how parents inform themselves in order to make such important decisions.

For some, these choices might be later questioned, resulting in parents initiating changes if they believe their gifted child's needs are not adequately addressed within the current context. With education systems and individual schools vying for high ability students and promoting educational opportunities in an increasingly competitive education market, it is critical to consider what parents expect and how they would like education to provide for gifted students in the future.

<b>Plaza 8</b>	<p><b>Mirella Olivier</b></p>  <p>Mirella Olivier is the Director of BRAINways Education, an organisation providing a wide variety of learning opportunities for gifted and talented students. Mirella Olivier is a teacher and a mother of two gifted students. Mirella is also a Medical Doctor who gained extensive experience in the health industry, and was awarded the Masters of Health Sciences.</p>	<p><b>Early Identification and Provisions for Gifted and Talented Students</b></p> <p>A growing amount of research in the field of gifted education suggests the benefits of early identification and intervention as essential in the prevention of underachievement, impacting not only the students' life and wellbeing, but also the society, by creating ideal conditions for talent development. This presentation will focus on the reasoning behind and on the principles of early provisions for gifted and talented students. It will explore the views of students, parents and teachers, as well as the best practice in the field, with examples of opportunities available in Australia.</p>
<b>SESSIONS STARTING 2:15- 2:55</b>		
<b>Plaza 9</b>	<p><b>Frances Hoyte</b></p>  <p>Frances has wide experience in a variety of roles in education. She has taught children from diverse backgrounds, led change in schools to support gifted students and provided curriculum leadership in a number of contexts. Her post graduate studies have included the Certificate of Gifted Education from UNSW, a Masters Degree in Communication Disorders and a PhD in Early Childhood Education. Her research focusses on children's language and literacy development; literacy education and children's friendships.</p>	<p><b>Gifted children learning: the interplay of challenge, attitude and feedback</b></p> <p>Most educators and parents would articulate that they want a gifted child, like any other, to be able to learn while they are at school. We want them to flourish, to enjoy learning and to be confident as they progress through their education. To many, it would seem that these goals should be easily attainable for a gifted child and yet some parents and teachers of gifted students and even those students themselves, report that they can be elusive. In this session we will explore some ideas in current educational theory and how we as parents and educators can apply them to make a positive difference to the learning of gifted children (e.g. growth mindset, persistence, feedback, collaborative learning and the zone of proximal development).</p>
<b>Plaza 10</b>	<p><b>Barry Dean</b></p>  <p>Barry holds a Master of Philosophy and has over 30 years' experience as an educator and school leader in Australia and the UK. Since 2003 Barry has been the Head of Teaching and Learning at Brisbane Boys College (BBC). Previously he was the Deputy Director of Studies at BBC as well as the Modern History Subject co-ordinator and Head of Humanities at St Margaret's Anglican Girls' School, Brisbane. In the UK Barry was the Head of Humanities Faculty at Foxford Comprehensive School, Coventry and Teacher (1987-1990) and Head of History Department at Ramsden School for Boys, Orpington, Kent. In 2018, Barry retired from school based teaching and administration but continues to be an active member of the Queensland education community .</p>	<p><b>How external evidence can inform student learning</b></p> <p>This presentation focuses on external assessment as feedback on learning and as evidence for informing future learning. The emphasis is on using external assessment data as feedback on a student's strengths and weaknesses, particularly regarding higher order cognitive thinking (Marzano and Kendall's New Educational Objectives, Levels 3 and 4). Based on an in-depth appreciation of higher order cognitive thinking, better decisions on differentiating instructional processes can be made for gifted learners. This session is particularly relevant for educators who are looking to be "evidence informed" to more effectively meet their gifted students' needs.</p>



<b>Plaza 11</b>	<p><b>Anthony Stevens</b></p>  <p>Anthony Stevens is the current President of the QAGTC and has been involved with the association for nearly 20 years. Both he and wife, Susan, have been advocating for their gifted children through various schools in different school systems in Brisbane. He is also the Deputy Principal of a school in Brisbane and knows well the various factors that play a part in a school's ability to cater for students in the normal curriculum. Having been involved with the design and scope of the Strategies and Indicators Document (QAGTC), advocating for gifted children, assisting schools and dealing with system administrators, Anthony has a broad understanding of the cost/benefits of accommodations for the gifted.</p>	<p><b>Aiming for the stars: What should we be asking from schools?</b></p> <p>Differentiation in the classroom is an expectation that more schools are asking of their teachers. When the average class can have a range of 18 months from least to most advanced student and class sizes in some schools can sit around 32, is a differentiated learning environment an impossibility? There are administrative accommodations that can be made in any school to ease the burden on the teacher and yet there are some who are opposed to these accommodations. In this presentation, Anthony Stevens will present the range of actions that school can conduct to cater for gifted children. Parents and teachers who know these actions will be able to accurately judge whether a school will really be able to cater for gifted children - beyond the promise and the rhetoric.</p> <p>Teachers knowing what they can do, parents knowing what they can expect; this presentation cuts straight to the hard realities of what we can be doing for our children.</p>
<b>Plaza 8</b>	<p><b>Annette Ryan</b></p>  <p>Annette Ryan's four decades of experience in education have motivated her to accommodate the learning needs of all students. She has deep knowledge and expertise in designing and coordinating teaching and learning programs for students identified with high-level gifted potential — especially in primary school settings.</p> <p>Annette's extensive list of experience includes; class teacher, teacher librarian, curriculum coordinator, school leader, mentor to beginning and experienced teachers, writer, presenter, and facilitator of gifted education programs. This wealth of understanding provides the foundation for her present work as Gifted Education Program (G.E.P.) Co-Ordinator at Whitfield State School in Cairns, Far North Queensland. She continues to add to her formal qualifications (Bachelor of Education-JCU; Certificate of Gifted Education – UNSW) with ongoing self-directed learning in the area of gifted education.</p>	<p><b>Gifted 2025 – “Many happy returns!”</b></p> <p>Whitfield State School celebrates its 30th anniversary this year and as a Foundation Staff member, many warm greetings have been received. On a personal and professional level, the greeting that has resonated loudest describes exactly how we plan to advance to 2025 ...”with many happy returns!”</p> <p>In the physical sense, we welcome the return of Gifted Education Program (GEP) alumni who never cease to amaze as they recount details of the breadth and depth of their achievement beyond schooling.</p> <p>Thinking pedagogically, we welcome many happy returns of signature programs which cater for students who are identified with high learning potential and which provide opportunities for acceleration, enrichment and excellence.</p> <p>Thinking strategically, we celebrate many happy returns of the Gifted Education Program as a key component of the 2019-2022 Strategic School Plan as one of the support systems which maximises impact for students striving for and achieving their peak.</p> <p>Enter ... “The Big D” ... Differentiation! In 2019, we are looking forward to many happy returns of the solid investment made for this valued cohort of students where differentiation is a feature of every teacher's practice!</p>

**3:00 – 3:30 Conference Close and QAGTC General Meeting - Plaza 10**



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# *Gifted 2025:* *How will we get there?*

Queensland Association for Gifted  
and Talented Children Inc.

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