QAGTC Conference Program – Saturday 21st March 2020

Time	Location			
7:30	Registration – Plaza Level			
8:30	Opening and Welcome			
8:45 – 9:30	Li Cunxin			
9:30	Morning Tea and Networking / Exhibitors			
	Plaza 9 – 10 - 11			*Plaza 8*
10:00 – 10:50	Tony Ryan - ***Aussie Excellence*** It's all very well to exhort exceptional children (and adults) to achieve their personal 'best'. Yet what does that really mean in everyday life? This keynote will explore future-oriented capabilities that may be required by Aussie children in the 2020s and 2030s. These capabilities will include: initiative; adaptive agility; and especially, compassion.			
10:30 – 10:50				
10:55 - 11:45	Eric Frangenheim - *HOT Cognitive Thinking Skills and Tools to keep you out of 'jail'* *Education is for life. To prepare for this journey, Marzano's Cognitive System, amongst other goals, encourages the cognitive skills of Analysis and Knowledge Utilisation. In this short and active session (yes, bring your pens and print the four-page booklet sent to you by the QAGTC), we will concentrate on HOW to achieve the cognitive skills of deeper reflective analysis and safe and justifiable decision-making. The HOWs we will use are the Extended PCQ with Assessment and the Decision-Making Matrix. Both will help to keep the user out of trouble and out of all types of jails. We will also hear about gifted golfers who use their golf clubs better than most people at this conference!*			Michele Juratowitch Happiness & Anxiety
11: 45 – 12.25	Lunch Break - Networking and Exhibitors			
Strands	Developmental & 2e	Establishing & Supporting Programs	Identification and Response	Curriculum
	Plaza 9	Plaza 10	Plaza 11	Plaza 8
12:30 – 1:10	Dr M. Ronksley-Pavia **Who's Counting? The prevalence of twice-exceptionality in Australia** Within schooling populations there are children who are often identified for their disability but under-identified for their giftedness, these children are said to be twice-exceptional; having one or more disabilities combined with	L. Forman **A Beginner's Guide To Establishing A Program for Gifted & Academically Talented students** Are you starting your journey in G&T education? Is your school wanting to develop a program for your G&T students but are unsure where to start? In this "G&T Education 101" class we will explore samples from practice at Grace Lutheran College. In this interactive	J. Bailey & M. Strader **Panel - Policy and Practice for Gifted Education in Inclusive Classrooms** This panel session seeks to highlight key issues in the field, and to stimulate critical discussion of how policy shapes educational provisions for gifted students in Queensland schools. The presenters will identify key policies, explore how they enhance or hinder gifted education and	P. Sliedrecht **Partnerships for Challenge in STEM Subjects** Open inquiry has long been identified as a useful pedagogical strategy for developing students' knowledge of science, understandings about science, skills for thinking and working scientifically, and dispositions towards science and mathematics. Open inquiry requires teachers to hold strong planning and facilitation

	giftedness. For example: mental health issues; autism spectrum disorders; dyslexia; motor skill difficulties; ADHD; and/or dysgraphia; fundamentally, any disability that impacts on a child's ability to learn in a regular classroom environment. It is estimated that between 7-9 per cent of children may be twice-exceptional however, due to the challenges of identifying both exceptionalities the exact prevalence rates of these children remains unknown.	workshop for teachers, parents and administrators, we will explore what we believe to be the key foundations to a quality G&T program (both academically and psychologically), how to reach the needs of differing groups of G&T students, sample identification tools and processes, our tips for explaining Françoys Gagné's model to parents & students, effective policy writing, the importance of Individual Student Plans, and the school wide approach used at Grace Lutheran College.	suggest recommendations for practice. **J Bailey:** This session will explore policy relevant to State Schooling in Queensland. With a focus on gifted and talented students, the presentation seeks to support educators in interpreting and embedding policy in educational settings to ensure all students are accessing learning commensurate with their ability. **M Strader:** This session will address the social-emotional learning needs for a specific group of children who need to be included in schools. It will explore practical ways to help children develop the resources to cope with the demands of relationships, stress, success and failure.	skills, as well as a good knowledge of the nature of the relevant discipline. This workshop will enable teachers to identify their strengths for open inquiry and provide opportunities to further their understandings and skills. Teachers are encouraged to create opportunity for gifted and talented students to enter their open inquiry projects into the QLD Science Contest for further opportunities in the BHP Foundation Science and Engineering Awards. Presented by the CSIRO in collaboration with the Science Teachers Association of Queensland and the Queensland Association of Mathematics Teachers.
1:150 – 1:55	F. Jones & E. Whitby **Creating Vibrant Futures for 2e children through Occupational Therapy** Children who are identified as gifted or twice exceptional may present with a complex mismatch between cognitive capacity, physical or neurological development and occupational performance. There are increasing numbers of children who present to occupational therapy who have been identified as intellectually gifted, whilst experiencing difficulties with participation in childhood occupations. This is often due to a range of identified issues, including poor executive function, difficulties with self-regulation, as well as sensory processing differences, often described as over-excitabilities in the gifted literature. Using the most current evidence, the role of Occupational Therapists as part of the team around the gifted child will be discussed. OTs are uniquely placed to support parents, teachers and children to better understand the child's unique sensory and information processing capabilities, and the factors	C. Meiklejohn **A Whole School Approach with a Whole Child Focus: Gifted Education at Albany Hills State School** This presentation will outline the Albany Hills State School approach to the identification, curriculum provision, and social emotional support that we provide our gifted and talented students. Our school values of Respect, Resilience, Kindness and Confidence underpin our school's approach to preparing our students for the future, and this includes our gifted and talented students. We identify our intellectually gifted students in a range of ways, including systemic and school-based data, whole of year level screening assessments, guidance officer administered WISC-V assessments, and private psychometric assessments. SensoriMotor, Socioaffective and Creatively gifted students are also identified, developed and tracked through differentiation and a robust suite of targeted extracurricular activities. We have a full time gifted education coordinator who case manages our higher needs gifted learners and is cultivating a whole school culture regarding the way we plan for, support and engage our gifted students, including our twice exceptional students. This presentation will outline how this has	J. McCamley & J. Martin **iGEM Network- Connecting, supporting and engaging with Gifted Education Mentors** iGEM is a regional network that was founded by Raceview State School located in Ipswich, Metropolitan Region. It covers the area west of Brisbane but is accessed by Gifted Education Mentors (GEM's) from different regions of South East Queensland. iGEM was created to enable GEM's to engage in collegial discussions aimed at building their capacity and confidence in supporting Gifted and Talented and high achieving students in their schools. As beginning GEM's, Jaime and Jenni, felt isolated found it difficult to know where to start as they embarked in the role of supporting Gifted and Talents students. They envisioned a support network to share the experiences, expertise, knowhow and resources throughout the region. iGEM's engage in professional development activities with other teachers, HOC's and regional staff to support each other in the extension and enrichment of high ability students. Membership of iGEM includes GEMs from state and independent sectors representing primary, secondary and distance education schools. This vibrant group meets regularly to engage in	C. Dodd & J. Martina **Challenging Linguistically Gifted Students in Inclusive Classrooms.** The purpose of this panel is to raise awareness of Linguistically Gifted Students, their unique needs, and pedagogical approaches to support their development. Presenters will share their knowledge and experience of linguistically gifted students and the potential of language learning for offering them appropriate educational challenge. **C Dodd:** This session discusses the principles of the intercultural inquiry approach in language teaching and learning. Experience across P-12 schooling and higher degree research in upper secondary school language classes demonstrates the effectiveness of ICLTL (intercultural language teaching and learning) in learner-centred practice. This values learners' 'stores of knowledge' and supports pedagogies for meaningful, purposeful, concept-based learning, applicable to gifted learners; catering for complexity, choice, abstraction and real-life application in their learning. **J Martina:** This session discusses how Content and Language Integrated Learning (CLIL) has been implemented in the early years at a large

	influencing their actual performance in the classroom, socially or in daily living skills. Case examples will be reviewed and practical strategies integrated as a key focus. Capacity building, problem solving, respect for the unique profile of each gifted or 2e child and a truly strengths based, pragmatic approach allows a focus on creating vibrant futures for gifted and 2e children.	developed over the last 5 years and the 5-year plan for where the gifted education is heading in the future.	formal and informal directed conversations and activities that include providing guidance and resources to the network. To support communication and sharing a OneNote platform was created to provide a central, easy to access place where members of iGEM can find support, resourcing and share their ideas	suburban primary school. CLIL is a highly engaging, transferable approach for teaching additional languages using the content of the Australian Curriculum in Maths, Science and Technologies. Gifted students have authentic opportunities to develop their language talent and learning potential.
2:00–2:40	E. Stephenson **2e - Executive Function coaching** This presentation will use research on the importance and nature of Executive Functioning coaching as a tool to build the capacity and improve achievement for students who have been identified as Twice Exceptional. Nowhere is the disconnect between ability and a deficit in executive functioning skills felt more significantly than for students who are Twice Exceptional. For these students, they require specific interventions and explicit teaching of these skills to improve their executive functions, which may lead to an improvement in academic achievement. However, it is common practice for the learning deficit of a Twice Exceptional student to be addressed separately in educational settings which is problematic, as teaching strategies for executive function will be most effective if they are incorporated into the classroom. During the presentation, the development of executive functions will be discussed in detail, including the delay of this development in students who are Twice Exceptional. Through case study examples, attendees will explore a range of strategies to support executive functioning skills within a mainstream classroom setting, as well as intervention in small groups or one on one, if required.	S. Dekkers; M. Taylor; A. Kelk Regional Panel Discussion **Education of Gifted Students in Rural and Regional locations** This panel session highlights key issues related to educating and supporting gifted students in regional and rural locations. The presenters will share their experiences of supporting gifted children, identify the challenges and opportunities and highlight promising practices. **S Dekkers:** Gifted and talented students living in rural and regional Queensland face additional challenges when compared with their urban peers. It is imperative to find ways to address these issues and ensure that gifted students are given the opportunity to use their gifts, engage with education and flourish as members of a community of learners. **A Kelk:** This is the story of one school in regional Queensland and how they overcame many roadblocks to provide pathways to success for their gifted learners. Issues in rural and regional areas can be compounded when there are limited options available in the wider community. **M Taylor:** This case study will examine how one student became an autonomous learner. The Literacy Continuum was used to track progress and provide targeted teaching. Through making learning visible, the student's progress was celebrated as well as his achievement.	S. Ratner **Identifying gifted students using the GSAM** The Gifted Student Ability Measure (GSAM) has been developed by Academic Assessment Services using Australian norms. The GSAM is a group test administered by registered invigilators to measure a student's academic potential and performance. It can be relied upon to provide an accurate snapshot of a child's ability in order to inform decisions regarding class placement, individual educational plans and selection for specialist programs. The GSAM test has been designed with the needs of the gifted learner in mind. Designers have ensured that the test ceiling is sufficient to challenge the brightest minds whilst ensuring we gain a deep insight into the academic achievement and potential of all who participate. Where schools and parents are seeking to make critical decisions about a child's future based on his/her academic potential and achievement, the GSAM is a cost-effective, rigorous and exacting tool which can be relied upon to inform an individual's educational plan. This presentation will share with participants ways the GSAM can be used by parents and teachers citing practical, real life examples. We will unpack the psychometric properties of the test and identify how it can increase equity of access to programs.	S. Stevens **The right stuff: It's about the students' needs.** It is well-established that gifted students require an enriched program to develop their academic talent. Global assessment of educational attainment reveals that Australian students with potential in mathematics may not be receiving the specific accommodations they need. This presentation will describe the gifted students in your classroom and include: - Strategies to assist identification and avoid misidentification - How you can provide appropriate opportunities to reach their potential - The positive outcomes of providing these opportunities - The potential consequences of not providing these opportunities This presentation relies not just on theory, but also the presenter's personal experience. Making school fit her children's learning needs was a difficult task and ultimately involved acceleration and searching out enrichment programs that were on offer. Thankfully, many involved in education are now becoming more aware of the need to identify gifted children and accommodate their learning needs

2:45 – 3:25	E. Stephenson & L. Birts **Hold on to your Hats!** The challenges in high school transition have been well documented; traditionally schools place an emphasis on students with learning disabilities for additional services or support. However, the transition of our gifted and talented students into high school requires careful and measured consideration. The Big-fish-little-pond effect has been acknowledged to negatively impact the academic and social-emotional self-concept of gifted students moving into high school. In addition, managing parental expectations and concerns and teacher misconceptions about giftedness represents an ongoing challenge. The presentation explores how a K-12 Independent Anglican School has supported the transition of their gifted primary cohort; we will explain how collaborative planning and sharing of information, staff professional development and advocacy for transitioning students have contributed to a positive experience for our diverse gifted population. This presentation includes student and parent voice through case study examples.	**Panel Session continues**	W. Howe & T. Cornish **Identification of Gifted and Talented Students** The identification of gifted and talented students can be difficult. Currently, students from lower SES and EALD backgrounds are underrepresented in gifted and talented programs as are students often referred to as "twice exceptional" and "underperformers". Some argue that this is the result of an overreliance on standardised cognitive assessments and school achievement data. This presentation will review current thinking about the identification of gifted and talented students, including the importance of social emotional learning/emotional intelligence. Brief outlines of current theories of both cognitive intelligence (CHC Theory) and emotional intelligence (Mayer, Salovey & Caruso's Ability Model) will be presented along with examples of standardised assessments developed using these theories.	M. Werda & R. Churchouse **The Shakespeare Project – Be Fearless** This presentation explores the ways in which gifted and talented primary school students engage with Shakespeare. Over 18 weeks students from cluster primary schools, aged between 9-11 years of age, assembled together at Keebra Park SHS on the Gold Coast to traverse the rugged terrain of William Shakespeare's play, 'Macbeth': reading the text and analysing the key themes, characters and motifs. At the end of the project students transformed their analysis into an innovative 'guilty or innocent' three minute legal argument presentation. These arguments were performed in a mooting court in front of a live audience. Specifically, this presentation investigates the curiosity and challenge the young learner encounters when confronted with new language patterns and connections which arise from Shakespeare's 'Macbeth'. 'The Shakespeare Project – Be Fearless' illuminates the innovative possibilities afforded by introducing young gifted and talented people into the world of William Shakespeare and how the play's themes create a noticeable balance of relevance and wonder. This project was chosen by the University of Sydney to be showcased as part of the 2019 FutureED Shakespeare Conference.
3:00-3:30	Conference Closing and QAGTC General Meeting in Plaza 8			