



Future Focus: A Gifted Education Paradigm Shift

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Julia Bailey

A whole school approach towards provisioning for gifted learners



Abstract

School leadership and organisational structures may be crucial factors to ensure teachers implement changed practices as a result of their professional learning (Jolly & Peters, 2018). So, what could this mean for school wide leadership in gifted education?

Schools can share how they offer students enrichment opportunities, withdrawal from the class for extension and opt-in/ opt-out opportunities that are promoted as part of a gifted 'program'. What school leaders tend to be challenged by is, developing whole-school structures including defining giftedness, valid identification processes (including early identification), curriculum provisioning with depth and complexity within the classroom and engaging with parents in productive and purposeful ways.

This session will provide participants with a simple yet effective framework that

provides professional learning for both school leaders and classroom practitioners in ensuring that organisational structures actively support knowing, noticing and provisioning for gifted learners.

Biography:

As an educational leader based in Brisbane, Queensland, Julia has over ten years of experience advocating for gifted learners. Julia leads professional learning for teachers, leaders and support staff using a change management model to shift thinking for some of our most at-risk learners. She actively support parents, teachers and school leaders in knowing, noticing and provisioning for gifted learners in our state schools. Julia has a deep working knowledge of Qld's Department of Education P-12 Curriculum, assessment and reporting framework and the Australian Curriculum, enabling her to align the gifted conversation with realistic, informed and supportive approaches.

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Bohdan Balla-Gow

Leading High Potential and Gifted Education across NSW Public Schools



Abstract

Across Australia, gifted education has received little oversight or evaluation from educational authorities and remains fragmented and inconsistent (Walsh & Jolly, 2018). Similarly, research into gifted policy implementation for the 1991 and 2004 gifted education policies within the NSW Public System indicated numerous issues with implementation (Chessman, 2005; Foster, 2005). This presentation will explore the new approach to gifted education - high potential and gifted education (HPGE) - being adopted by NSW Public Schools. The HPGE Policy, which was announced on 4 June 2019 for mandatory implementation from 27 January 2021, has been designed to be more inclusive and equitable than its predecessors, while still promoting educational excellence. Learn why over 98% of 20,000 surveyed NSW Public School principals, school leaders and

teachers (2020-2022) agree that the policy is part of core business for schools; not something additional or optional. A presentation for anyone passionate about gifted education and interested in an emerging paradigm shift in research, thinking and practice.

Biography:

Bohdan has been a public school leader and teacher for the better part of two decades with experience as a Deputy Principal, Head Teacher and science teacher across a diverse range of high schools. He has been involved and held leading roles in gifted education for 17 years, culminating in his involvement in developing the Department's High Potential and Gifted Education (HPGE) Policy - 2019. Through 2021 he led a small team with system-wide responsibility for overseeing and supporting implementation of the HPGE Policy across NSW Public Schools. In 2022 Bohdan is working across school performance directorates facilitating coordinated strategic planning, leadership capacity building and evaluative practices to embed and deepen HPGE Policy implementation across NSW Public Schools. Bohdan has a MEd (gifted) and MTeach (science).



Kylie Bice

Embracing Acceleration: Why do schools continue to be frightened of this evidence-based practice?



Abstract

Acceleration is often misunderstood as just 'grade-skipping' and despite overwhelming evidence of its efficacy, teachers and schools continue to be reluctant to consider this strategy as an option for certain highly able students. There is "... no other issue in which there is such a gulf between what research has revealed and what most practitioners believe." (A Nation Empowered, 2015) In order for schools to move into a future of highly effective and personalised education for gifted and talented students, there must be a shift away from a fear of acceleration to a paradigm of acceleration as an essential strategy in our tool kit. There is a plethora of acceleration research over many decades, and yet key publications such as the Iowa Acceleration Scale and A Nation Empowered continue

to have a limited impact on Australian schools. This session will explore the research behind acceleration, types of acceleration, and key strategies to ensure acceleration is implemented appropriately and effectively for the right students, in order for them to socialise with like-minded peers and experience a challenging learning environment while at school.

Biography:

Kylie Bice is an experienced Education Consultant with Growing Up Greatness specialising in gifted education, differentiation, thinking skills, and educating diverse student groups. Kylie was previously the Senior Inclusive and Gifted Education Consultant at the Association of Independent Schools of WA, and has many years of experience working with gifted and talented students in government and non-government schools in Western Australia. Kylie is an engaging presenter who has delivered professional learning to a range of audiences, schools, national and international gifted education conferences.

Speakers

Garth Bolwell & Rosalind Walsh

Supporting Gifted Learners with Disability to transition to selective high school

Abstract

The number of Gifted Learners with Disability (GLD) being placed in selective high schools is increasing. Currently, selective high schools have varied and limited information about students at the enrolment stage and limited resources at their disposal. Individual schools have often been left to develop their own processes. The NSW Department of Education (DoE) Selective Education Program has reviewed research and consulted extensively with community groups, parents, schools and internal groups to understand how we can best deliver a process that is consistent, evidence based and targeted to support our GLD as they transition from primary school to a selective high school. In this presentation we will outline a pilot program commencing later this year that has students, parents, teachers and schools playing an integral role in the evolution of a best practice model that aims to anticipate and then effectively meet the transition support needs of GLD.

Biographies:



Garth Bolwell is currently the Engagement Lead Advisor in the High Performing Students Program at the NSW Department of Education. He holds a Certificate of Gifted Education from UNSW and has worked as a Primary School teacher and principal.



Rosalind Walsh is the Education Lead on the High Performing Students Program at the NSW Department of Education. She holds a PhD from Macquarie University where she researched the impact of higher order questioning with young gifted children.



Sarah Bond & Jasna Giebeler

Toward a Talent Development Model

Abstract:

This session will address the Academic Talent Development philosophy and approach, contrast this approach with traditional Gifted & Talented programs, and provide practical examples of talent development in action. Gagné (2015) suggests to “substitute the labels of ‘gifted children’ and ‘gifted education’ for the more relevant terms ‘talentee,’ ‘academically talented,’ and ‘academic talent development.’” Academic Talent Development (ATD) programs reflect a distinct talent development philosophy; at The Southport School, this philosophy is reflected in the school’s Gifted & Talented and Acceleration policies. Students are identified for ATD programs using a weighted matrix which aligns to specific program components. Reflecting a Response to Intervention (RtI) approach, students access a wide depth and breadth of personalised learning options, which are tailored to their unique developmental levels and personal goals.

Biographies:



Sarah Bond is the Associate Dean of Learning and Teaching (New Teachers) and Coordinator for Academic Talent Development (ATD) programs at The Southport School (Senior School). Her doctorate is from the University of Florida (Ed.D. Educational Leadership), where she focused her dissertation on professional learning for emerging female school leaders in the UAE. She is a member of the board of directors for AAEGT and is the Queensland Director of Tournament of Minds, in addition to serving on the Queensland Museum Education Reference Group. Previous roles include: Adjunct Professor – United Arab Emirates University (College of Education), Program Manager for Gifted & Talented (Abu Dhabi Department of Education and Knowledge), and Gifted Specialist in Collier County, Florida. Research interests include gifted education and dual exceptionality, English language learning, and teacher professional learning.

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Jasna Giebeler is the Coordinator for Academic Talent Development (ATD) programs at The Southport School (Preparatory School) on the Gold Coast, in Queensland, Australia. She holds a Master's degree in Special Education and Teaching from Sydney University, multiple education certificates (including gifted education and learning difficulties) and a Bachelor's of Education from the University of Sydney. Previous roles include: Integration Advisor, Consultant, Head of Department – Enrichment and Learning, along with many years' experience coordinating and implementing successful gifted programs. Research interests include dual exceptionalities, gifted education, positive psychology and teacher professional learning.



Kerstin Brausewetter

Class clown or comedian, "know-it-all" or teaching talent - how can I find and develop (unusual) talents?



Abstract:

The following methods are applied within the professional work at the private practice of coaching and counselling of students with different kinds of problems and issues, among them underachievement and dual and multiple exceptionality:

A story about a penguin will be told (v. Hischhausen, 2012) and supposed weaknesses of young people will be reinterpreted into strengths (DeVries & Webb, 2007). The ProfilPASS tool (German Institute for Adult Education, n.d.) is used to assess the student's skills acquired in various settings. Examples for appropriate activities in different domains and in non-formal and informal settings will be presented.

Referencesⁱ

Biography:

Kerstin Brausewetter is the founder and CEO of the Brausewetter Institute for talent development in teaching and learning, an authorized European Talent Point, located in Hannover/ Northern Germany. The professional work at the private practice of coaching and counselling of gifted students aims at facilitating the process of finding individually suitable career options for every gifted teen. As a trained high school teacher and college lecturer, Kerstin is active as coach, counsellor, author, keynote speaker and consultant within the GRETA project. <https://www.leben-mit-hochbegabung.de/English-Version/>

Leonor Conejeros and Susen Smith

Homeschooling as an alternative educational option for supporting gifted students' well-being

Abstract

In this session, the option of homeschooling for gifted students will be explored. We will draw on our research published in the 2021 *International Handbook of Giftedness and Talent Development in the Asia-Pacific* and the *Australasian Journal of Gifted Education* and our information sheet developed for the AAEGT. Homeschooling occurs mainly within the child's home, by a parent or tutor using various programming

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approaches. In combination, additional programming options or interest-based activities outside the home may also be offered, such as sporting events, excursions, virtual classes, or other cultural or educational opportunities. Are you concerned about your child's well-being or underachievement at school? Homeschooling is chosen for many reasons, for example, the school is not meeting the child's individual needs, anxiety or bullying is consistent, giftedness or talents are not nurtured, and/or underachievement is rife. Due to these situations, homeschooling is a pragmatic response from families, usually, the last resort parents turn to after trying different options without the expected results. Many academic, social, and/or emotional advantages of homeschooling for gifted students will be reiterated. However, nurturing the gifted students' well-being will be a focus of this presentation.

Biographies:



María Leonor Conejeros-Solar
Pontificia Universidad Católica de
Valparaíso; Viña del Mar, Chile.
Professor, Psychologist, Doctor in
Education at the School of Pedagogy of
the Pontificia Universidad Católica de

Valparaíso. Among her duties, she has served as the Director of the Academically Talented Education Program BETA at the same University. She is the principal researcher of the "Classroom and School Practices for Inclusion" Line of the Research Center for Inclusive Education "Eduinclusiva". Her main research interests are academically talented students from underprivileged socioeconomic backgrounds, gifted college students, provisions and socioemotional issues of gifted and twice-exceptional students, and gifted homeschooling. She has published several articles in international journals and book chapters.



Susen R. Smith, PhD, is a GERRIC Senior Research Fellow and Honorary Senior Lecturer in Gifted and Special Education at GERRIC, School of Education, UNSW, Australia. She has held many leadership, consultancy, and educator roles from early childhood through to tertiary. Susen's research interests include Differentiating Curriculum and Pedagogy and Social-Emotional Learning (SEL) for disengaged and underachieving gifted students, indigenous students, and twice-exceptional students, and she developed



the Model of Dynamic Differentiation (MoDD). She has been guest editor of the Australasian Journal of Gifted Education (AJGE) and on editorial review boards, e.g., Gifted Child Quarterly, published in top international journals in the field, e.g., Roeper Review, has keynoted nationally and internationally, and is the editor of the Springer International Handbook of Giftedness and Talent Development in the Asia-Pacific.

Felicity Donohue

Raising the profile of gifted education in a school setting: a case study



Abstract:

As specialist educators, how to school coordinators raise the importance of Gifted Education in their school setting? Using experience from her time at Emanuel School and her vast experience of strategic planning for whole-school

improvement, Felicity shares her insights on how to effectively plan for change across the school to have a shared vision of the importance of gifted education in a school context. How do we ensure our gifted learners have access to appropriate catalysts and how can we promote the importance of this unique group of student needs?

Felicity discusses the strategic planning processes used, celebrates success and plans for future development across her school context in a practical way, sharing research-based findings and applicable strategies to apply in your own school setting.

Biography:

Felicity has experience working across a range of school settings in Australia and Hong Kong and is currently the Coordinator of Gifted and Talented (K-6) at Emanuel School in Randwick, NSW. She is an experienced school leader with expertise in senior leadership, curriculum leadership, assessment and reporting and gifted education. Prior to moving to a career in education, Felicity has extensive experience in marketing, working with large Australian retailers. Currently undertaking a Masters of Education (Gifted Education) and UNSW, Felicity aims to apply best practice to her school setting and work with her colleagues to raise the profile of gifted education.

Speakers

Anna Fowler

Twice-exceptional identification practices: An exploratory case study



Abstract:

Twice-exceptional learners are often difficult to identify. With a co-occurrence of high potential and disability(ies), these students require specific supports to address their unique and diverse needs. Without accurate identification, twice-exceptional students may not receive appropriate educational programming and provisions, further exacerbating educational difficulties where students remain unable to reach their potential. This exploratory case study into current early learning identification practices used in one state school in Queensland, sought to determine their suitability for identifying both exceptions (giftedness and disabilities) for these students. Data was gathered through a two-stage interview design with a single participant, along with document reviews, focused on practices

taking place in the early years of schooling.

This research in progress, shows early findings of the case school's multi-dimensional approach to identification of learner's needs, including the use of SAGES-3 as a whole grade screener to identify giftedness within the Year 1 cohort. Processes of using student data as evidence on which to base future teaching and learning opportunities, as well as adjustments for these identified students are also apparent. This includes evidence-based decisions for differentiation and acceleration, seeking excellence for these diverse learners. This project provides insight into current assessment practices used in one school to enable support for the unique educational needs of twice-exceptional students.

Biography:

Anna Fowler is a Masters Research student at Griffith University. She received a Bachelor of Education (Primary) from Wollongong University, and a Masters of Education (Gifted and Talented Education) from the University of New England. Her particular area of passion is twice-exceptional learners; those possessing both giftedness and disability/ies simultaneously. Her current research explores identification practices in the early years of schooling, exploring their potential to identify both exceptions in these unique learners.



Alexander Fox, Bronwen Martin & Kathy Harrison

The Victorian High Ability Program - A case study

Abstract:

Virtual School Victoria facilitates the Victorian High Ability Program (VHAP) offering high-ability students in Years 5 to 8 at Victorian government schools the opportunity to participate in 10-week extension and enrichment programs, in English and Mathematics. VHAP is delivered virtually, but in real time, intentionally leveraging elements of online environments in pedagogical design. VHAP focuses on tasks that stimulate students' critical thinking, problem solving and creativity. The VHAP team has established a virtual collaborative learning community for both staff and students.

VHAP is a unique government initiative that provides a systemic approach to catering for high ability students. Focusing on equity, the program is designed to reach and enrich high ability students throughout Victoria. Our diverse student cohort is selected from metropolitan, regional and rural schools from across the state. VHAP participants are diverse in terms of cultural background, socioeconomic status and access to other extension opportunities.

This presentation will focus on the design and implementation of a program which aims to cater for high ability students statewide. It will highlight the team's conscious focus that aims to ensure both curriculum and pedagogy take account of

students' enhanced metacognitive capacity to self-manage and direct their learning. A pedagogical approach that seeks to honour and scaffold students to integrate understanding from various codes which support engagement and synthesising multiple layers of learning so they can create their own unique product. Deliberate utilisation of an 'expert known model,' to support student critical and ethical thinking, analysis and creativity.

Biographies:



Alex has an academic background in Economics and Data Science. He has been teaching Mathematics for over 10 years in government schools in both London and Melbourne. Alex has held a range of both pastoral and curriculum leadership roles and is now acting Assistant Principal for the Victorian High Ability Program. His professional interests include curriculum design and instructional practice, Alex is currently focused on pedagogy for high ability learners. Outside of teaching he enjoys sport, cooking and travel.

Speakers



With a deep interest in instructional design and staff development Bronwen aims to provide quality learning for students virtually and face to face. Bronwen presently works as a VHAP English Leading Teacher. Bronwen previously worked as a Coach, facilitated the *Professional Learning Communities* and *Leading Excellence in Classroom Practice*, has worked in school leadership roles and on secondment, for the Workforce Strategy and Evaluation Unit in the Professional Practice and Leadership Division, DET.

Professionally, Bronwen aims to contribute, support others and learn, hoping to build collective efficacy whilst delivering the best possible learning experience for gifted and high ability learners.



Kathy Harrison: Master of Education (ICTE), Diploma of Education, Bachelor of Science. President of Victorian Association for Gifted and Talented Children. Curriculum writer for the Victorian High Ability Program and teacher of VHAP Mathematics through Virtual School Victoria. She was Coordinator of gifted education in the Compass Centre for 15 years and Exemplary Teacher at Methodist Ladies' College. 2018 recipient of an Australian Mathematics Trust Teaching Award. A passionate gifted student advocate, enthusiastic about social justice and a community volunteer. Kathy leads the team that develops and presents VAGTC seminars, provides coaching and individual consultancy, focusing on theory into practice in gifted education.



Melinda Gindy

Professional Learning, ITE and Gifted in Australia



Abstract:

According to Call (2018) Australia was the only country to witness a significant decline in PISA results during the first decade of this century. Following a federal political and media storm, it was asserted that improving the quality of teaching was a crucial factor in lifting student outcomes (Mourshed et al., 2007; Ingvarson et al., 2014; Matsers, 2015). These incidents were contributing catalysts to the establishment of the Australian Institute for Teaching and School Leadership (AISTL) and the introduction of the Australian Professional Standards for Teachers (The Standards). Eleven years on, how are The Standards measuring up against outputs desired for effective gifted education? What are the successes, failures and barriers and how do these align with the research in the field? Where to next for gifted education within the Australian Professional Standards for Teachers?

Biography:

BArts(Mus), GradDipEd, GradCertGiftEd, MEd (SpEd), MMTA, HFTGN, MACEL. Educational Leadership Doctoral Student
Melinda Gindy has a background in music teaching across primary and secondary settings and is the Diverse Learning Coordinator at Regents Park Christian School in Sydney. Melinda is the President of the AAEGT and represents the AAEGT at the Australian Alliance for Associations in Education (AAAE) and the ACARA Student Diversity group. Melinda also works in a volunteer capacity across multiple education sectors, including writing and consulting for the recently delivered NSW Department of Education High Performance and Gifted Education Policy and associated resources. In 2019, Melinda was awarded with an Honorary Fellowship of the Teachers' Guild of NSW and was a finalist in the prestigious Anne Kennedy Award at the Professional Association of Learning Support Inc. in 2020. Melinda has been an invited and sessional presenter at a number of local, state, national and international conferences and is currently in the Educational Leadership Doctoral program at Western Kentucky University as part of the Leading Diverse Learners P-12 Closed Cohort.

Speakers

Jacqueline Hardman

The influence of in-service professional learning on teacher attitudes in a gifted school in Tasmania



Abstract:

This study examines the attitudes toward gifted education and gifted students of five primary school teachers who participated in professional learning (PL) with gifted students at a One Day School (ODS). Pre post survey results suggest the three-stage in-service PL led to a more positive attitude in the teachers. Post PL survey results were compared to those in a study by Lassig (2015), where the same instrument was used to measure attitudes of teachers who worked in different classifications of schools. Findings from this comparison indicate that in-service PL may bring about overall positive attitudes to a similar degree to those held by teachers in Lassig's (2015) Classification 1 schools and positive attitudes towards acceleration and ability grouping beyond those held by teachers in Classification 1

schools. To add depth to the survey results, semi-structured interviews were conducted with the teachers. Grounded theory was employed to analyse data from these interviews and a theory was developed around the simultaneous growth of positive attitudes toward the PL content and workplace camaraderie.

Biography:

Jacqueline (Jakki) Hardman BA (Hons), BTeach, MEd Jakki is both Learning Extension Coordinator and Japanese Learning Leader at MacKillop Catholic College. She is concurrently researching gifted education with the UNSW Doctor of Education program under supervisors Dr. Jae Yung and Dr. Geraldine Townend. Former long-term resident of Japan, Jakki passed N1 of the JLPT (Japanese Language Proficiency Test) and completed her undergraduate degree at Tohoku University. Jakki opened an English language school in Sendai and ran a nationwide library project. Jakki is a past president of JATNET (Japanese Language Teachers Network of Tasmania) and current committee member of TAG (Tasmanian Association for the Gifted).



Dr Amanda J Harper

Through the Dąbrowski lens: Exploring the relationship between OEs, transformational giftedness, and wisdom, with a view to embracing gifted diversity for a better world.



Abstract:

This session will de-mystify the Overexcitabilities, digging deeper into what they are, how they manifest for people, and how they may differ from neurological, clinical conditions. Importantly though, we will also examine their place as an indicator of the potential for transformational giftedness, a construct coined by Robert Sternberg that has gained much traction within the recent literature. We will consider the diverse range of OEs (as they're not just about being intelligent), what this means for students, teachers, and family members, including how transformational giftedness and wisdom, along with adaptive intelligence, can guide both innovative

practise and support a diverse gifted population who seek to contribute positively to the betterment of the world.

Biography:

Dr Amanda J. Harper (BMus(Ed), GCertPubSectMgmnt, GCertResearch, GDipSocSci(Psych), MEd(Hons)(Gifted), PhD) taught in schools, worked in regional gifted education, and coordinated Enterprise Learning across Tasmania, before moving into academia. Amanda coordinates the Bachelor of Philosophy, a companion degree for gifted students at UTAS, and previously taught Gifted Education at UNE. Her PhD examined the place of gifted education pedagogy in undergraduate healthcare, focusing on the development of empathy and Dąbrowski's Theory of Positive Disintegration, for which she received the 2018 John Geake Outstanding Thesis Award. Amanda has recently established Jasneath Education, the home of online short courses in Understanding Giftedness.

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Kathy Harrison & Dr Susan Nikakis

Empowering Parents

Abstract:

The Victorian Association for Gifted and Talented Children (VAGTC) is empowering parents of gifted children, funded by the Department of Education and Training, Victoria. This coincides with the DET's Victorian Excellence Program (2020-2022), where their goal is to enhance the learning environment and build teacher capability to support and extend high-ability students. The VAGTC's goal, to advocate for gifted learners, including support to educators and parents, dovetailed perfectly. This presentation outlines how provision of support evolved over three years in response to the Covid pandemic and parent need. Strategies included interactive seminars, opportunities for Q&A, a direct helpline for parents, and development of a Frequently Asked Questions Parent Resource, written in plain English (in line with DET guidelines). Key questions and issues uppermost in parents' minds shaped seminars. Feedback following each seminar indicated topics that were most helpful. Q&A sessions allowed elaboration on parents' needs. Collated data informed development of future offerings. Topics included:

- School based provisions
- Supporting gifted children during transitions
- Supporting social and emotional needs of gifted children
- Developing Individual learning plans.

- Developing a gifted child's portfolio
- Moving to online provision aided our support of remote families. Interest extended to interstate and international participants indicating similar need in other regions. Responses from parents have been overwhelmingly positive. For many, the opportunity to share and be heard was key. For others, information about best practice in gifted education was helpful in advocating and developing positive partnerships with schools. Overall, parents were empowered.

Biographies:



Kathy Harrison, Master of Education (ICTE), Diploma of Education, Bachelor of Science. President of Victorian Association for Gifted and Talented Children. Curriculum writer for the Victorian High Ability Program and teacher of VHAP Mathematics through Virtual School Victoria. She was Coordinator of gifted education in the Compass Centre for 15 years and Exemplary Teacher at Methodist Ladies' College. 2018 recipient of an Australian Mathematics Trust Teaching Award. A passionate gifted



student advocate, enthusiastic about social justice and a community volunteer. Kathy leads the team that develops and presents VAGTC seminars, provides coaching and individual consultancy, focusing on theory into practice in gifted education.



Dr Susan Nikakis, currently works for Melbourne Archdiocese Catholic Schools (MACS) where she recommends improvements such as pedagogical changes to cater for the education of gifted students. She supervises Doctoral students at the University of Melbourne and is the current Vice President of the Victorian Association for Gifted and Talented Children (VAGTC). Dr Nikakis has written and edited three books centred on the education of gifted students. She has delivered papers and keynote addresses at both international and national conferences. She believes that catering for the learning needs of gifted students is a matter of justice.

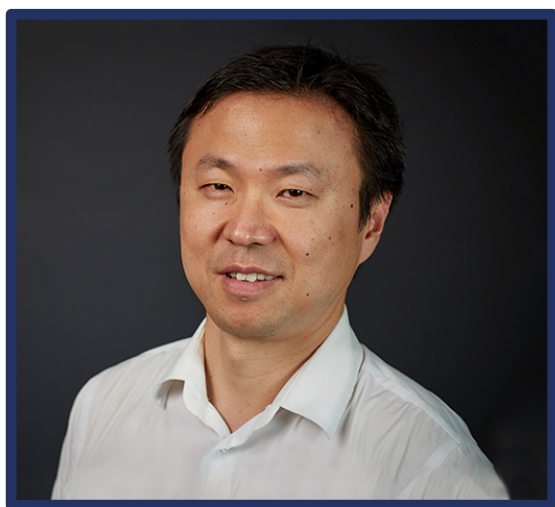
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Jae Yup Jung, PhD

The Australasian Journal of Gifted Education: Publishing in the Official Scholarly Publication of the AAEGT



recognised with awards from the American Educational Research Association, the Mensa Education and Research Foundation/Mensa International, and the Society for Vocational Psychology, and grants from the Australian Research Council and the Australian Department of Foreign Affairs and Trade. He is the current editor of the Australasian Journal of Gifted Education, a member of the Executive Committee of the Asia-Pacific Federation on Giftedness, and a member of the Board of the Australian Association for the Education of the Gifted and Talented.

Abstract:

In this presentation, the editor of the Australasian Journal of Gifted Education will discuss the aims of the journal, its standing in the international field of gifted education, the types of articles it accepts, the review process, tips on getting published, and the role you may play in promoting the journal. The presentation will end with a question and answer session.

Biography:

Jae Yup Jung, PhD, is an associate professor in the School of Education and the Director of GERRIC at The University of New South Wales, Australia. His research program incorporates various topics relating to gifted adolescents, with a particular focus on their career-related decisions. His research has been



Michele Juratowitch

Electronic Gaming: Is a paradigm shift required?



Abstract:

Some gifted youth become obsessed with electronic gaming. Conflicts often arise when parents, concerned about possible addictive behaviour, place limits on the amount of time individuals can game. It is important to understand the benefits and risks associated with gaming. Examination and integration of research literature emerging from diverse fields such as neuroscience, education, psychology, medicine, and media provide valuable evidence about the rapidly changing landscape of electronic gaming. Counselling conducted with gifted youth and their parents has created an opportunity to understand the patterns and issues associated with gaming. It is important to consider the various effects of gaming, including the pathological patterns of play; the psychosocial impacts; implications for neurological development

and academic performance.

Understanding the dynamics of electronic gaming, the impact of games on gifted students' emotions, drives and behaviour patterns will help parents and teachers to engage youth in appropriate learning, while establishing and maintaining a healthy life balance that will benefit gifted youth in the future.

Biography:

Michele Juratowitch is Director of Clearing Skies, providing services for gifted children, parents, schools, organisations, and institutions. Michele provides counselling and 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 has authored and co-authored numerous articles, books, and reports, including the widely used resource, "Make a Twist: Differentiating curriculum for gifted students".

Future Focus: A Gifted Education Paradigm Shift



Speakers

Michele Juratowitch

Advocating for the future of gifted students



Abstract:

When advocating for educational adjustments for gifted students, it is critical to create a paradigm shift. For this paradigm shift to occur, useful data must be acquired and presented to decision makers in schools. Analysis of psychometric reports, collected over many years, together with an exploration of case studies, provides useful information about what research, psychometric data and interpretation should be shared to effectively advocate for future provisions to occur for gifted students.

Advocates - whether parents or teachers in schools - can be most effective and create significant benefits for gifted students when useful information is presented to bring about an important paradigm shift. This presentation explores the most effective form of advocacy required to create a paradigm shift and to

advocate for a positive future for gifted students.

Biography:

Michele Juratowitch is Director of Clearing Skies, providing services for gifted children, parents, schools, organisations, and institutions. Michele provides counselling and 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 has authored and co-authored numerous articles, books, and reports, including the widely used resource, "Make a Twist: Differentiating curriculum for gifted students".



Rebecca Keough

Digital Differentiation: Harnessing technology to bridge location barriers



Abstract:

Living in rural and remote locations beckons the question: How do we cater for the gifted and talented population of students when there are no programs available in those locations and varying capabilities to do so? With the pandemic shifting the pedagogical landscape towards digital perspectives, and our students now more confident than ever in engaging in learning through synchronous and asynchronous models we have the opportunity to present programs broadly to gifted and talented students who cannot access programs and expert teachers (Bakar, 2016; Mulrine, 2007). This session seeks to share practical ways that primary school educators can harness technology to create differentiated asynchronous learning environments that seek to explicitly teach content, whilst facilitating a guided inquiry that students can access at

their own pace with a focus on differentiated product (VanTassel-Baska & Brown, 2007; Repinc, & Juznic, 2013).

Biography:

Rebecca Keough is a primary school educator who teaches in remote and rural settings. Rebecca holds a masters of Education in Gifted and Talented Education and was awarded the NSW ICTENSW Digital Educator of the Year Award for 2021. She has been involved in and lead a number of innovative projects at a school level including the DTiF (Digital Technologies in Focus) Project with ACARA, ReSolve Math by Inquiry Champions Program (Australian Academy of Science) and the High Possibility Classroom Project with Dr Jane Hunter. She has an interest in pedagogy and practice through an integrated learning lens incorporating the purposeful and powerful use of technology to enable students to reach their potential. Rebecca facilitates a group for Regional, Rural and Remote Educators and is currently teaching in a rural Catholic school on the South Coast of New South Wales.

Speakers

Penina Kiss

The Student is Gifted - Now What? Bridging the Gap Between Psychometric Reports and Classroom Practices



Abstract:

How can educators forge a bridge between psychometric data and classroom practices so cognitive and affective learning experiences within the curriculum are accessed by our gifted students?

Understanding the subtests in a psychometric assessment is the first part of bridging the gap. Second is identifying where in the curriculum these abilities can be made explicit, so gifted learners are more frequently exposed to their areas of strength, especially 2e students (Baum et al, 2015). Third is getting creative by planning and embedding specific strategies within existing programs that allow for these abilities to be authentically experienced by gifted learners.

When driven by a collaborative improvement cycle, (Timperley et al, 2014) the professional learning gained by teachers and school leaders builds professional knowledge and practice, therefore benefiting all students.

This session aims to bridge the gap between psychometric reports and classroom practices for practitioners who teach high potential and gifted learners.

Biography:

Penina Kiss currently works as a K-12 Learning Partner in High Potential & Gifted Education at Catholic Schools Broken Bay. She has a Masters in Educational Leadership and in Gifted Education, both from UNSW. Penina has a secondary science background and has worked in a range of leadership roles in curriculum, teaching & learning and diverse learning. She has a passion for the identification of diverse gifted learners, teacher professional learning, cognitive load theory and program differentiation. Penina has presented at both national and international conferences, and is currently completing a Masters in Educational Psychology.



**C. June Maker, Ph.D., Litt.D.,
Myra Wearne & Susan Tickle**

**Shifting from Gifted Education
for the Few to Talent
Development for the Many
through Real Engagement in
Active Problem Solving (REAPS)**

Abstract:

A paradigm shift is needed, from gifted education for a few to talent development for many (Feldhusen, 1998). We present an evidence-based model for talent development enabling all students to develop four important 21st Century Skills: creativity, critical thinking, cooperation, and communication. In research in NSW for five years, students increased significantly in general creativity, creative problem solving in science and math, and “rich, associative networks of knowledge” necessary for creativity; growth was greater in classrooms of teachers who implemented the model with high fidelity.

In REAPS, students solve real-world problems from the perspectives of different stakeholders, using creative thinking to generate solutions, critical thinking to choose the best solutions, cooperation within and across groups, and communication to audiences.

The researcher/teacher educator presents results of research, principal of the implementing school talks about ways to support teachers, and principal of the school where REAPS is beginning describes her beginning stages.

Biographies:



C. June Maker, Professor Emerita, in the Department of Disability and Psychoeducational Studies, University of Arizona, is an associate editor for *Gifted and Talented International* and the *International Journal of Research in Education*, and an Editorial Board member for other international journals. In 2015, she received the International Research Award from the World Council for Gifted and Talented Students and an honorary Doctor of Letters Degree from Western Kentucky University. She was the education principal investigator for the Cultivating Diverse Talent in STEM (CDTIS) Project. Her research is on performance-based assessments and creativity development. She is a frequent keynote speaker.

Future Focus: A Gifted Education Paradigm Shift

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Myra Wearne has been both a teacher and an educational leader in South Western and Northern Sydney. She has engaged in multiple projects aimed at bridging the gap between educational theory and practice and is a passionate advocate for educational research in school settings. She facilitated the introduction and implementation of the Real Engagement in Active Problem Solving (REAPS) at an elementary school in New South Wales and maintained its implementation in a school-wide approach for five years. Her advocacy and skills as an administrator ensured a high level of implementation of the REAPS model. Currently, she is assisting teachers and administrators in school-wide implementation of REAPS at another elementary school and is an important international collaborator in the Global Cooperative Synergy Group. She also is currently engaged in providing schools across the North Sydney Network with Instructional Leader and Beginning Teacher professional learning and guidance.



Susan Tickle is the principal at Harbord Public School in New South Wales. She is an advocate for gifted and talented students and is currently beginning school-wide implementation of the Real Engagement in Active Problem Solving (REAPS) model. She has arranged meetings and other activities to support those interested in making better provisions for gifted students.



**C. June Maker, Ph.D., Litt.D. &
Robert H. Zimmerman, Ph.D**

A Needed Paradigm Shift: Assessing the Rich Associative Network of Knowledge Necessary for Creativity through Concept Mapping

Abstract:

For many years, writers have called for a paradigm shift in thinking about how to recognize gifted students. Practices, however, are rooted in belief systems incompatible with the 21st Century context: identifying students based on performance on knowledge-based tests of achievement or IQ. Many CEOs identified creativity as the most important quality of future top managers along with three other essential skills: critical thinking, cooperation, and communication. Many believe abilities are stable and unchangeable, yet research shows that talents develop over time through interactions with many factors.

An effective way to measure the “rich, associative network of knowledge necessary for creativity” is concept mapping. It also is a way to integrate learning from experience with school learning. Coaching does not give the student an academic advantage. When given a list of concepts, students make a map with the most inclusive concepts at the top, connect the concepts and tell how they are connected, make remote connections, and provide examples. Using this method, in a National Science

Foundation project in Arizona, USA, we were able to increase diversity and identify future innovators in STEM using concept maps in life and physical science. Students of colour from low-income groups had scores on concept maps that were not significantly different from scores of white students from high and middle-income groups even though their achievement test scores and GPAs were significantly lower. The principal investigator and a scientist on the project will present research and effective practices in using concept maps.

Biographies:



C. June Maker, Professor Emerita, in the Department of Disability and Psychoeducational Studies, University of Arizona, is an associate editor for *Gifted and Talented International* and the *International Journal of Research in Education*, and an Editorial Board member for other international journals. In 2015, she received the International Research Award from the World Council for Gifted and Talented Students and an honorary Doctor of Letters Degree from Western

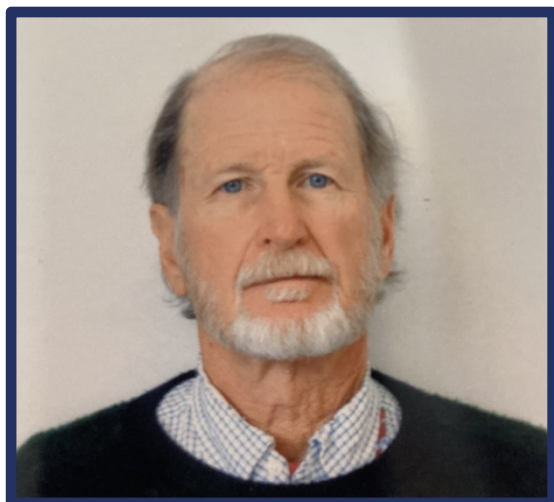
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Kentucky University. She was the education principal investigator for the Cultivating Diverse Talent in STEM (CDTIS) Project. Her research is on performance-based assessments and creativity development. She is a frequent keynote speaker.



Robert H. Zimmerman developed and implemented science education programs and assessments using problem-based learning for over 20 years. He was the scientist on the Cultivating Diverse Talent in STEM (CDTIS) project funded by the National Science Foundation, focusing on the assessment of life science and the use of concept maps. He participated in the design of student and teacher workshops and wrote education manuals for the World Health Organization. His field research is on the ecology of vector-borne diseases transmitted by arthropods.



Maja Milatovic

Future-focused pedagogies: Neurodiversity and Gifted Education in Australia



Abstract:

Gifted education is often described in terms of competing paradigms (Dai & Chen, 2013; 2014; Lo & Porath, 2017). Dai and Chen have presented 'the gifted child paradigm', 'the talent development paradigm', and 'the differentiation paradigm' as the field's three key paradigmatic approaches. This presentation will report the findings of two studies that adopted a paradigmatic lens to explore gifted education in the Australasian region. The first study focused on gifted education policy in Australia. The second study explored the views of gifted education teachers and researchers in Australia and New Zealand. Both studies used a priori codes derived from Dai and Chen's paradigms to support a thematic analysis of the data. These analyses revealed that whilst Australasia continues to largely operate within Dai and

Chen's (2013; 2014) 'gifted child paradigm', this paradigm is not nuanced enough to fully encapsulate variations in gifted education approaches in this setting. Further, paradigmatic differences were noted between the views of Australian and New Zealand educators.ⁱⁱ

Biography:

Maja is an interdisciplinary researcher and teacher passionate about gifted and inclusive education, neurodiversity and educational psychology. Her research interests also include neuroscience, transdisciplinary pedagogies and the use of emerging technologies in educational contexts. She holds a PhD in English Literature; a Master of Education (Expert Teaching Practice: gifted and inclusive education focus); a Master of Arts in literature; and a Master of English and French Language and Literature (accredited by NESAs). She also holds a Cert IV in Mental Health and is currently completing a Graduate Diploma in Psychological Science with specific interests in areas of neuropsychology and school counselling.

Future Focus: A Gifted Education Paradigm Shift

Speakers

Dr Rebecca D. Napier

Family session: Developing healthy perfectionism with the gifted child for families



Abstract:

Effectively supporting the social and emotional needs of our gifted children can help them flourish in their own wellbeing and achievements. Research indicates that gifted children can experience high levels of perfectionism (Portesova & Urbanek, 2013; NAGC, 2021). Although for some gifted children perfectionism can be managed in healthy ways that lead to high levels of excellence, others significantly struggle with the social and emotional aspects of this issue. Dysfunctional perfectionism can be a significant issue for some gifted children (Rimm, 2007).

This presentation examines guiding definitions and common traits of perfectionism. It explores why this can be an especially challenging issue for gifted children. Simple and positive strategies

families can use to help support gifted children with perfectionism will be discussed. A range of other supporting resources will also be recommended.

Biography:

Dr Rebecca D. Napier is the Gifted Education Advisor for Catholic Education of South Australia, and Director of Gifted Pathways. She is a specialist coach for gifted children and their families. Wellbeing of gifted individuals is a current passion area. Her recently completed PhD investigated the career development experiences of gifted adolescent girls. Rebecca's educational positions in Australia and Canada ranged from special education to mainstream teaching to gifted education. Her teaching roles have spanned from pre-schooling to post-graduate years. Music and nature are two of her greatest loves.



**Dr Rebecca D. Napier &
Emeritus Professor R. John
Halsey**

Complex Problems Abound: It's Time to Harness the Power of Transformationally Gifted Girls' Education

Abstract:

Courageous and innovative individuals are needed urgently to work on the complex problems and challenges of our modern world. This paper explores a critical solutions source, namely the education of transformationally gifted adolescent girls who 'seek positively to change the world at some level – to make the world a better place' (Sternberg, 2020, p. 30). Altruism is the central drive of transformational giftedness. Recent research indicates that gifted adolescent girls have the dispositions, expertise, and abiding sense of hope-fullness needed to harness their core altruistic career-related values and high abilities to significantly impact the common good (Napier, 2020). Napier and Sternberg argue that transformational giftedness should be identified and nurtured in educational environments to benefit gifted adolescent girls' self-actualisation and society at large. Recommendations are made for educational policy and practice to identify and nurture transformationally oriented gifted adolescent girls' career trajectories.

Biographies:



Dr Rebecca D. Napier is the Gifted Education Advisor for Catholic Education of South Australia, and Director of Gifted Pathways. She is a specialist coach for gifted children and their families. Wellbeing of gifted individuals is a current passion area. Her recently completed PhD investigated the career development experiences of gifted adolescent girls. Rebecca's educational positions in Australia and Canada ranged from special education to mainstream teaching to gifted education. Her teaching roles have spanned from pre-schooling to post-graduate years. Music and nature are two of her greatest loves.

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John is an Emeritus Professor at Flinders University. His doctoral research focused on how principals of rural schools in Australia construct their roles. Prior to joining Flinders University, John was a teacher, a principal of two R – 12 schools, Associate Director of the Senior Secondary Assessment Board of South Australia, an Executive Director in the South Australian Department of Education and Children's Services, and a Chief of Staff to a state minister for Education and Children's Services. He was a project officer with the Australian Schools Commission Choice and Diversity in Education initiative and has been a Fulbright Scholar.



Scott J. Peters

What Makes for Defensible Gifted Education?



Abstract:

In the first six months of 2021, the American states of Virginia and California as well as the cities of Vancouver, Canada and Madison, Wisconsin took steps to discontinue honors classes in the name of improving equity. New York City and Champagne-Urbana, Illinois have discontinued some or all their gifted programs with an eye toward the same goal. All of this points to a critical component of any advanced learning opportunities – the need to be defensible. This session will outline essential criteria for what makes an advanced learning opportunity defensible and appropriate vs. indefensible and needlessly exclusionary with specific connections to Australian selective high school systems.

Biography:

Scott J. Peters, Ph.D. is a Senior Research Scientist with the Centre for School and Student Progress at NWEA. Prior to joining NWEA he served as a Professor of Assessment and Research Methodology at the University of Wisconsin – Whitewater for 13 years. His research work focuses on educational assessment and data use, gifted and talented student identification, equity within advanced educational opportunities, and educational policy. His scholarly work has appeared in the Australian Educational Researcher, AERA Open, Teaching for High Potential, the British Journal of Educational Psychology, Exceptional Children, Gifted Child Quarterly, the Journal of Advanced Academics, Gifted and Talented International, the Journal of Career and Technical Education Research, Ed Leadership, Phi Delta Kappan, Gifted Child Today, and Pedagogies. He is the first author of *Beyond Gifted Education: Designing and Implementing Advanced Academic Programs and Designing Gifted Education Programs and Services: From Purpose to Implementation*, both from Prufrock Press, and the co-author (along with Jonathan Plucker) of *Excellence Gaps in Education: Expanding Opportunities for Talented Students*, published by Harvard Education Press.

Speakers

Kintara Phillips & Charlotte Ingram

**Asynchronous and accelerated;
navigating the school system.**

Abstract:

Charlotte will introduce her twice exceptional (2e) 14-year-old, Ollie*, and share how she found herself filling out school enrollment forms for the 8th time. Kintara has been working with Ollie, building trust, following rabbit holes, and reigniting a spark for learning. With support and advocacy, Ollie returned to a mainstream secondary school in Term 3 on a part time basis and being radically accelerated.

Acceleration is the intervention most supported by research, yet the least utilised in schools (Chalwell & Cumming, 2019) and part time enrollments are rarely welcomed in schools despite the Department of Education in Victoria stating it is a valid alternative (cite, date). Did we get lucky, or did we find a principal who 'gets it'?

This new setting won't be without its challenges, but we hope to be able to share that there have been some wins worth celebrating and hope of future success.

**Ollie insisted that his real name be used for our presentation.ⁱⁱⁱ*

Biographies:



Kintara has worked as a Secondary English teacher for 21 years; completing a Masters in Gifted Education at UNSW in 2016. Leaving the classroom in 2021, she has started a Graduate Diploma in Psychology with plans to complete a Masters in Educational Psychology before she turns 50 and hopes to work in the gifted and 2e space. Kintara currently teaches in the Masters of Teaching at two Victorian Universities, employing the butterfly effect by mentioning gifted learners frequently (even if it's not in the course outline). She also works privately with a limited number of families supporting gifted young people.





Charlotte is a naturopath and remedial massage therapist, who supports caregivers and their families to thrive with evidence-based, holistic health care. She is also a 2e parent of a 2e child and has advocated tirelessly over the last decade for her child's right to access an education across multiple mainstream and independent settings.

Speakers

Jessica Potts, PhD

Leveraging Technology to Foster Collaborative Communities for Gifted Students



Abstract:

Socialization and developing a sense of community has been found to be integral to the success of both online and gifted programs. Davidson Academy Online, a fully virtual school for profoundly gifted students, has developed a unique advisory program that has leveraged the power of technology to build a sense of community, despite students and teachers being separated by hundreds or even thousands of miles. Davidson Academy Online's Oracle advisory program is unique amongst fully virtual schools and serves as a social, emotional, and academic hub for students. Students work with their Oracle teams to build communities, develop resiliency, integrate social-emotional intelligence into their lives, and establish cross-curricular academic skills. Despite the school growing at an exponential rate over the

past two years, Oracle has allowed Davidson to retain a personalized, small school feel as the student body has expanded. Additionally, Oracle introduces younger students to Davidson culture and serves as a positive anchor for older students. While increased student-to-student interactions are one of the greatest benefits of Oracle, another important aspect is that students can build relationships supportive adults who serve as advisors. Since implementing Oracle, students have had increased interactions with their peers, have spent more time focusing on oft-ignored SEL skills, and have a developed stronger sense of belonging, all of which leads to increased student satisfaction and retention. This presentation will describe how Davidson Academy Online developed and later assessed this game-changing advisory program and will offer a blueprint for other schools to follow.

Biography:

Jessica Potts is the Curriculum Coordinator at Davidson Academy Online, a virtual school for profoundly gifted students. She earned a doctorate from the University of Nevada, Reno in Secondary Education, with an emphasis on gifted education and online learning. Her research focuses on the intersection of these fields, and she has had articles published in *Gifted Child Quarterly* and *Gifted Child Today*. She has presented at numerous conferences and most recently helped to deliver a webinar on professional development for MIT. She is a four-time recipient of the Blackboard Catalyst Award and is a winner of Blackboard's Exemplary Course Award.



Carolyn Prince

What's the point? Gifted perspectives on school learning experiences.



Abstract:

Underachievement is a complex and multi-faceted experience. This presentation focuses on sharing the findings of a qualitative research study into the phenomenon of underachievement for intellectually gifted, early adolescents in South East Queensland, conducted throughout 2021. Student experience with boredom, disengagement and connectedness were significant factors that impacted academic outcomes, family dynamics and individual self-perception. Consideration of student voice, as shared by the six participants of this study, reveals implications for the future, with respect to innovative education and learning design to achieve enhanced equity practices in classroom environments.

Biography:

Carolyn Prince has been a high school teacher in South East Queensland for 14 years, and has focused the last 7 years of her career on gifted education. She has just completed a Masters research project through Griffith University, which explored the experience of underachievement for gifted adolescents. Carolyn is a dynamic and passionate presenter who enjoys sharing learning opportunities with others.

Dr Michelle Ronksley-Pavia

Addressing Ability in Dis/Ability: Case Studies of Strength-Based Approaches for Supporting Twice-Exceptional Learners



Abstract:

There are almost 300,000 twice-exceptional students in Australia and because they often do not receive specially designed instruction to support their unique learning needs, many of these

Speakers

students underachieve, sometimes leaving school prematurely - leading to significant loss of potential for individuals and society. This widespread failure to meet the needs of twice-exceptional learners is tied to a persistent focus (in educational planning and policies), on deficit-based teaching approaches, which focus on remediation of disabilities to the detriment of a student's giftedness potential. Deficit approaches centre the issues as inherent to the learner, rather than exploring practices that can support the student to successfully engage and achieve in the learning environment. Researchers have begun to argue that strength-based approaches, based on positive psychology, can support the unique learning needs of twice-exceptional students. In contrast to deficit approaches, which accommodate perceptions of 'lack' or 'dis/ability', strength-based approaches build twice-exceptional learners' capabilities by focusing on and amplifying strengths (e.g., cognitive capacity, learning preferences, profiles, and interests), which enables both student engagement and talent development (i.e., achievement). This presentation will outline preliminary findings from a research project that explored how schools have been responding to the unique needs of twice-exceptional students in ways that draw on their abilities (i.e., personal, or normative strengths), to address dis/abilities; surveying their approaches and identifying factors that enable/constrain learner engagement through strength-based approaches to address the learning needs of twice-exceptional students.

Biography:

Dr Michelle Ronksley-Pavia is a Special Education and Inclusive Education Lecturer in the School of Education and Professional Studies, Griffith University. As an internationally recognised expert on disability and giftedness, Dr Ronksley-Pavia has published widely on a range of important topics including stigma and disability, bullying and disability, prevalence of twice-exceptionality and contemporary issues in initial teacher education. Dr Ronksley-Pavia is a member of ACARA's Student Diversity Interest Group, and an Australian Representative on the World Council for Gifted and Talented Children, championing the work of Australian researchers and educators in the field of giftedness and twice-exceptionality.



Dr Gemma Scarparolo

What do gifted students want their teachers to know? Implications for policy and practice



Abstract:

One area that is underrepresented in gifted education research is the lived experiences of intellectually gifted students. It is important to understand how gifted students experience school, and more specifically learning, so that a comprehensive understanding of effective educational provision can be presented and understood to inform policy and improve teacher knowledge and practice. This aim of this small qualitative study was to learn more about the experiences of intellectually gifted primary school age children (n=14) in Western Australia. Semi-structured interviews were conducted that focused on what these children would like their teachers to know about them and their experiences as gifted learners. Three themes were identified:

barriers linked to learning, challenge, and peers. The findings from this study both support and extend the research available on the lived experiences of gifted students. This presentation will re-iterate the need for policy in Australia to reflect the specific educational needs of intellectually gifted students within a wider inclusive education agenda.

Biography:

Gemma Scarparolo is the Master of Teaching Primary Course Coordinator in the Graduate School of Education at the University of Western Australia. Her research focuses on diversity, inclusive teaching (specifically differentiation and the universal design for learning) and teacher education. She is passionate about preparing pre-service teachers to be inclusive, responsive and empathetic teachers who know effective inclusive teaching approaches and understand how aspects of diversity, such as intellectual giftedness, can impact students and their parents.

Speakers

Estee Stephenson

In pursuit of excellence through diversity: implementing universal screening for high-ability students



Abstract:

A K-12 school implemented universal screening to ensure excellence through diversity, using multiple measures to identify high potential and gifted students. The need for universal gifted and talented screening is well supported in the literature (Council for Exceptional Children, 2008; Lee & Peters, 2022; Card & Giuliano, 2016; Gubbins et al., 2020). Multiple identification criteria are required to identify students who display potential giftedness with specific attention given to high aptitude in domain-specific areas (Worrell & Erwin, 2011, Pfeiffer, 2002). Implementation of universal screening at the school has also allowed better tracking of underachieving, Twice Exceptional, and EAL/D students, who are supported by a response to intervention approach. The presenter will share information on the development of the initiative and the

process of gaining support and buy-in from the school leadership team. The presentation will conclude with future steps and reflect on how the change supported equity and diversity.

Biography:

Estee Stephenson is the Head of Gifted Education (7-12) at St Andrew's Cathedral School in Sydney, Australia. After completing a Masters in Education (Special Education) at the University of Wollongong, Ms. Stephenson worked at Autism Spectrum Australia before moving to St Andrew's in 2015. She completed her Masters in Gifted Education with Excellence at the University of New South Wales in 2020. She is currently a Doctoral candidate at the University of New South Wales, with her research focusing on gifted education. Her professional interests include differentiation for all learners and programs and provisions for Twice Exceptional students.



Professor Robert J. Sternberg

Transformational Giftedness



Abstract:

Giftedness as it is usually conceived of is a transactional personal characteristic. Certain young people are identified as "gifted." In exchange for this identification, they are expected to perform well in school and, later, in their jobs, and to excel in other culturally prescribed criteria. In exchange, they receive special benefits, such as faster tracks in school, often better teachers, superior college and university admissions, better jobs, and more income. The problem with this transaction between the individual and the school is that it takes into account the egocentric needs of the individual but not, sufficiently, the common good of the world. Too many gifted youths are making a Faustian bargain, receiving benefits in exchange for jobs such as finding ways of addicting children to social media, creating more and more powerful munitions for aggressive and right, now, unforgivable wars, and generating the industrial output

that will increase global climate change. I suggest in the talk that we pay more attention to the identification and especially the development of transformational giftedness, which is giftedness directed toward creating a better world--toward making a positive, meaningful, and enduring difference to the world as a whole. The world no longer can afford to develop giftedness that benefits only individuals and not the collective good of humankind and the diverse species that populate the Earth. And it certainly cannot afford to develop the kind of pseudo-transformational, toxic giftedness that so many leaders show in the world today. These toxic leaders pretend to benefit their followers, when in fact they only care about the accrual of power and resources to themselves.

Biography:

Robert J. Sternberg is Professor of Psychology at Cornell University and Honorary Professor of Psychology at the University of Heidelberg, Germany. His PhD is from Stanford and he holds 13 honorary doctorates. He is a past winner of the Grawemeyer Award in Psychology and has won the William James and James McKeen Cattell Awards from the Association for Psychological Science. According to Google Scholar, he has been cited over 200,000 times and has an h index of 224. His latest books are Adaptive Intelligence (Cambridge University Press, 2021), and (with Judith Glück) Wisdom: The Psychology of Wise Thoughts, Words, and Deeds (Cambridge University Press, 2022), and The Psychology of Wisdom: An Introduction

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Speakers

(Cambridge University Press, 2022). He is coeditor with Don Ambrose and Sareh Karami of the Palgrave Handbook of Transformational Giftedness for Education.

Cate Stilwell

Moving from High Potential to High Achievement



The domains of potential describe the four broad categories of natural abilities found in François Gagné's adapted model of Differentiated Model of Giftedness and Talent DMGT 2.0 (2009). These definitions apply to all students, including high potential and gifted students. We will be asking ourselves – what can we do to foster talent development?

Biography:

Cate Stilwell was administrator and counsellor at the NSW Association for Gifted and Talented Children before completing a Bachelor of Education (Primary) and later, the Certificate of Gifted Education. As a teacher, she implemented Gifted and Talented Committees, taught multi-age extension classes and for ten years, the Opportunity Class at Greenacre Public School. In 2020 and 2021 she worked as a writer with the High Potential and Gifted Education team

Abstract:

The NSW DET Literature Review – Revisiting Gifted Education (Centre for Education Statistics and Evaluation) states that the process of a student moving from high potential to high achievement is known as talent development (Gagné 2011). In this interactive session we will discuss Gagné's Differentiated Model of Giftedness and Talent (2009) with a particular focus on the environmental catalysts such as teachers, schools and learning programs. We will look at the role environmental catalysts played in the lives of some eminent people across the four domains of giftedness (intellectual, physical, creative and social emotional).



Dr Genevieve Thraves & Associate Professor Jennifer Charteris

Paradigms, policy, and perspectives in gifted education in Australasia

Abstract:

Gifted education is often described in terms of competing paradigms (Dai & Chen, 2013; 2014; Lo & Porath, 2017). Dai and Chen have presented 'the gifted child paradigm', 'the talent development paradigm', and 'the differentiation paradigm' as the field's three key paradigmatic approaches. This presentation will report the findings of two studies that adopted a paradigmatic lens to explore gifted education in the Australasian region. The first study focused on gifted education policy in Australia. The second study explored the views of gifted education teachers and researchers in Australia and New Zealand. Both studies used a priori codes derived from Dai and Chen's paradigms to support a thematic analysis of the data. These analyses revealed that whilst Australasia continues to largely operate within Dai and Chen's (2013; 2014) 'gifted child paradigm', this paradigm is not nuanced enough to fully encapsulate variations in gifted education approaches in this setting. Further, paradigmatic differences were noted between the views of Australian and New Zealand educators.^{iv}

Biographies:



Dr Genevieve Thraves is a Lecturer in Learning and Teaching, and Inclusive Education at the University of New England. Genevieve has taught in Middle and High schools in the Northern Territory (NT) context, and before joining UNE held the position of Teaching and Learning Officer (Gifted and Talented) with the NT Department of Education. She is particularly interested in education for high-ability learners, and supporting teachers and schools to effectively cater for their gifted and talented students.



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Talented

Speakers

Associate Professor Jennifer Charteris's work has informed curriculum and policy and has been used in professional development programs with teachers. An experienced leader and teacher educator, Associate Professor Charteris has a background in providing professional learning for principals, middle leaders, and teachers in leadership, assessment, and culturally responsive pedagogy. With schooling experience in Australia, New Zealand, and the UK, Jennifer has worked with students, teachers, principals, school communities and school in-service advisors across the primary, secondary and tertiary sectors. Associate Professor Charteris is also the recipient of a national higher education teaching citation for outstanding contributions to student learning. Jennifer has authored more than 160 research outputs, led research projects, and contributed to teams winning over \$2.8 M in external funding.



Dr Geraldine Townend

Reaching our marginalised gifted students - developing practice to support twice-exceptional students



Abstract:

Reaching all our students in mixed ability classrooms is a significant issue in education and is becoming more critical as we face heightened teacher shortages, further adding to the demands placed upon the profession.

Students whose giftedness intersects with disability are also known as gifted learners with disability or twice exceptional students. These students are typically unidentified and, therefore, insufficiently supported¹. Although considered to be in a minority, there are likely tens of thousands of twice-exceptional students in Australian schools².

Educators and parents regularly express the need for pre-service training and for more resources to support the diverse learning needs of students working on the

margins³. Twice-exceptional students, often with low self-concept⁴, can present with contradictory and paradoxical characteristics⁵.

The aim of this presentation is to share some of the research about who these students are, why they are so often overlooked for identification, and some examples of how we might support them.

Biography:

Dr Geraldine Townend is a researcher and lecturer in the areas of gifted education, gifted learners with disability (twice-exceptional students), and special learning needs. Her research interests focus on supporting students to develop their potential in education, which includes the development of positive academic self-concept.

Geraldine's focus is to support teachers' understanding of best practice around students with diverse learning needs and is an Australian delegate for the World Council for Gifted and Talented Children. Geraldine also conducts professional development, provides advice for educators, national and international organisations, including policy advice to governments globally.

Future Focus: A Gifted Education Paradigm Shift



Speakers

Deb Walker

**The Never-Ending Journey-
Creating a paradigm shift in
gifted education. A perspective
from Aotearoa New Zealand.**



Abstract:

Sometimes you work your whole career advocating for change and before you realise it, you become part of a much longer journey, one that started before you and one that will no doubt continue after you. Those with longevity in the field tell you, "This is just the wheel going round again," (Moltzen, 2011). Those new to the field are excited and enthused by every step forward. Yet we all play a part in progress. This session will share the journey of gifted education in the state system in Aotearoa New Zealand, from near non-existence to mandated practice, (Education Review Office, 2008; Riley et al. 2004, Riley & Bicknell, 2013), from working in isolation to being included in Learning Support (Ministry of Education, 2019). It will cover the roles of advocacy and persistence, the parallels of

opportunity and tension, the place of challenge and celebration, and share the work still needing to be done to ensure gifted learners are receiving an education that meets their learning, wellbeing and cultural needs.

Biography:

Deb is the Project Lead of Gifted NEX, the gifted-ed coordinator of the Massey University Specialist Teacher Programme, on the MoE Gifted Advisory, a NZ delegate to the WCGTC and has her own gifted consultancy- GEMS Aotearoa. Coming from a primary and intermediate background with experience in state and kura kaupapa Maori, Deb also spent 10 years delivering specialist gifted education in a withdrawal setting, then another 10 as the CEO of NZCGE. She is passionate about supporting gifted learners through the provision of quality professional learning opportunities for educators and is currently undertaking her PhD at Massey University.



Rosalind Walsh & Mark Boniface

Implementing the Equity Placement Model in NSW Selective Education

Abstract:

The NSW Department of Education has recently introduced an equity placement model which is aimed at increasing the representation of equity groups in selective education. The target groups, which were identified in the 2018 Review into Selective Education Access, are students from low-socio-educational backgrounds, Aboriginal students, gifted learners with disability, and students from rural and remote backgrounds. In this presentation we present the research behind the equity placement model and its application in NSW selective schools.

Biographies:



Rosalind (Lindy) Walsh is currently the DoE Educational Lead of the High Performing Students Program working on

equity initiatives for selective high schools. She was the Manager of the Gifted Education Research, Resource and Information (GERRIC) at UNSW for 10 years. Lindy completed a PhD examining gifted children's responses to higher order questioning at Macquarie University and was awarded the Vice Chancellor's Award for Research Excellence, as well as the Australasian Association for the Education of the Gifted and Talented's annual award for best thesis. Lindy has taught English, ESL and Drama and extension maths for primary school students. In 2018, she consulted on the development of the new NSW Policy for High Potential and Gifted Education.



Mark Boniface is the Program Director for the High Performing Students Program. Mark joined the department in 2013 and has led several major programs including the Technology Applications for Schools, the establishment of the Strategic Schools Resourcing unit and Schools Lifecycle Support. Mark is an experienced Program Director with over 20 years experience in program delivery and business improvement and transformation across a range of industries. Prior to joining the

Future Focus: A Gifted Education Paradigm Shift

Speakers

department, Mark lead major programs for organisations including BHP, Commonwealth Bank, AMP, GrainCorp, Optus, Centrelink and the Department of Immigration.

Matthew Zakreski, PsyD

Understanding “The Performance Cliff:” How to Manage it and Prevent it



ⁱ Kerstin Brausewetter references:
DeVries, A.R. & Webb, J.T. (2007). Gifted Parent Groups: The SENG Model. (2nd ed.). Great Potential Press.
German Institute for Adult Education (n.d.). KISS: Knowing Interests – Showing Skills. Retrieved from https://www.profilpass-international.eu/index.php?article_id=127&clang=1
v. Hirschhausen, E. (2012). Die Penguin-Geschichte. Retrieved from <https://www.hirschhausen.com/glueck/die-pinguingeschichte.php>

Abstract:

The Performance Cliff is a psycho-educational phenomenon that occurs in the gifted population whereas a student will be performing exceptionally well until somewhere between 6th and 9th grade and then suddenly begin to struggle. This presentation will explain why that happens and what can be done to prevent it.

Biography:

Matthew "Dr. Matt" Zakreski, PsyD is a clinical psychologist who specializes in working with neurodiverse (gifted, 2e, ADHD, Autism, etc.) people and has presented over 200 times all over the country and internationally.

ⁱⁱ Maja Milatovic References
Dai, D. Y., & Chen, F. (2013). Three paradigms of gifted education: In search of conceptual clarity in research and practice. *Gifted child quarterly*, 57(3), 151-168.
Dai, D. Y., & Chen, F. (2014). *Paradigms of Gifted Education: A Guide to Theory-Based, Practice-Focused Research*. Routledge.
Lo, C. O., & Porath, M. (2017). Paradigm shifts in gifted education: An examination vis-à-vis its historical situatedness and pedagogical sensibilities. *Gifted Child Quarterly*, 61(4), 343-360.



iii Kintara Phillips & Charlotte Ingram
References

Chalwell, K., & Cumming, T. M. (2019). Radical subject acceleration for gifted students: One school's response. *Australasian Journal of Gifted Education*, 28(2), 29–46. <https://search.informit.org/doi/10.3316/ielapa.688028168525621>

Department of Education and Training. (2021). *Home Schooling and Partial Enrolments*. <https://www2.education.vic.gov.au/pal/home-schooling-and-partial-enrolments/guidance>

iv Dr Genevieve Thraves & Associate Professor Jennifer Charteris references
Dai, D. Y., & Chen, F. (2013). Three paradigms of gifted education: In search of conceptual clarity in research and practice. *Gifted child quarterly*, 57(3), 151-168.
Dai, D. Y., & Chen, F. (2014). *Paradigms of Gifted Education: A Guide to Theory-Based, Practice-Focused Research*. Routledge.
Lo, C. O., & Porath, M. (2017). Paradigm shifts in gifted education: An examination vis-à-vis its historical situatedness and pedagogical sensibilities. *Gifted Child Quarterly*, 61(4), 343-360.