



giftednz

ROADSHOW 2017

Ko te ahua o te tangata ake e taea e te tangata - let the uniqueness of the child guide our work



Auckland
Sat 8th April

Wellington
Wed 5th April

Christchurch
Sat 1st April

Confident, caring and connected: Weaving a future for diverse learners

Auckland PROGRAMME

The University of Auckland, Epsom Campus

Saturday 8th April 2017

Time	Room	Presenter/s	Title	Chair:	Prestn Type	Page	
9:00am	H Foyer		Registration opens				
9:45am	J2	Katene Paenga	Mihi whakatau Welcome from Dr Louise Tapper, Chair of giftEDnz House-keeping / Emergency procedures				
10:10am	A201		Morning Tea				
10:40am	J2	Assoc Prof Tracy Riley	The power of in-visibility	Louise Tapper	Te Manu Kotuku Award	3	
11:40am		Dr Margaret Sutherland	Common threads that bind us together: Learners, learning and curriculum		Lynda Garrett	International Keynote	3
12:40pm	A201		Lunch				
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	H203	Anne Sturgess	Senior School 2e learners speak about Assessment		Lynda Garrett	Workshop	4
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2:15pm	J2	Madelaine Willcocks	Student Agency - making it work for gifted students		Vanessa White	Research Presentation	5
	H203	Siobhan Harvey & Cameron Doherty	Parenting and being a gifted, ASD child		Karen Bush	Round Table Discussions	5
		Dr Louise Tapper	The giftEDnz National Research Project - an update		Karen Bush		6
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		Dr Nadine Ballam	Gifted education: Time for a fresh look?		Viv R		7
3:00pm	A201		Afternoon Tea				
3:30pm	J2	Dr Margaret Crawford	Acceleration and gifted girls in secondary education in single-sex girls' schools in NZ		Brooke	Research Presentation	8
	H203	Dr Nadine Ballam	To mainstream or not to mainstream: That is the question		Lynda Garrett	Reflection Tables	8
		Dr Tracy Riley	How do we achieve equity and excellence for gifted and talented students in Aotearoa New Zealand's aspirations to provide a world class, inclusive education for all		Vanessa White		8
	H205	Dr Margaret Sutherland	How do you work with "pushy parents" of diverse learners		Vivienne Russell		9
	H301	Emrie De Vaal & Lynn Berresford	Weaving a future for diverse learners		Louise Tapper		9
	H401	Andrea Delaune	So what if your pre-schooler is 'gifted'? Aren't all children gifted anyway?		Karen Bush		9
4:10pm	J2		Political provocations for election year				
4:30pm	J2		Finish of day's programme				

ABSTRACTS

The power of in-visibility

Dr Tracy Riley¹

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Room: J2 Lecture Theatre

Prestn Type: Te Manu Kotuku Award

Prestn No. RIL17044

Abstract:

Gifted and talented children and young people have been made invisible in New Zealand. Despite their visibility being promised in a policy that mandates appropriate educational responses to their special abilities and qualities, the lack of funding and support to enable the implementation and evaluation of policy renders them invisible. As specialist educators and professionals, we have a strong, collective history in New Zealand of sustained advocacy, teaching and research; but have our efforts become cloaks and spells of invisibility? In this keynote presentation, I will outline what we know and don't yet know about gifted and talented learners in New Zealand, based on an analysis of current Ministry of Education policies, practices and data. A range of evidence will be shared to demonstrate invisibility, but also to highlight the possible motives for making giftedness invisible. The lack of visibility of our best and brightest learners does not lie only as the responsibility of the Ministry, but also with a largely uninformed education workforce, reflective of an egalitarian society. As a superpower, invisibility is used to get away from something or to get away with something: what are our country's motives behind hiding, overlooking, and creating a disappearing act of special abilities and qualities? The challenge for professionals in gifted and talented education is to work together to transform invisibility to visibility. This keynote address will explore these challenges and their possible solutions. The power of making giftedness and talent visible cannot and should not be underestimated.

Common threads that bind us together: Learners, learning and curriculum

Dr Margaret Sutherland¹

¹University of Glasgow, Scotland, UK

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Room: J2 Lecture Theatre

Prestn Type: International Keynote

Prestn No. SUT17050

Abstract:

How do teachers respond to the diverse range of learners in their classroom? What do teachers need to know in order to support the diverse range of learners? How might teachers and parents work together to support learners? What do inclusive learning opportunities look like in the classroom? This presentation will explore these questions and argue that by focusing on the common threads that bind us together we can learn from and with each other to better support the learning of all. Using examples from practice for gifted and talented pupils it will demonstrate how individual teachers might respond in creative, innovative, enthusiastic, and contextualised ways to create classrooms that include a wide range of learners. It will conclude by arguing that if we are to meet Sustainable Development Goal 4 - provide inclusive, quality education and lifelong learning for all by 2030 - we need to focus on the commonalities, regardless of the differences to ensure that we grow learners, including gifted and talented learners, who are ready for both citizenship and the world of work in a global interconnected world.

Grizzles, gripes and great things - gifted student voice in Aotearoa

Vivienne Russell¹, Ingrid Frengley-Vaipuna¹

¹The University of Waikato

vivienne.russell@waikato.ac.nz

Room: J2 Lecture Theatre

Prestn Type: Research Presentation

Prestn No. RUS17031

Abstract:

In the course of our work as facilitators of professional learning in gifted and talented education we have interviewed groups of identified students about their experiences at school (primary and secondary) and the changes they would like to see that would cater to their specific needs. These honest and insightful discussions raise expected and unexpected issues that occur for them at school and at home. We will discuss some of these issues and also present ideas about how they may be addressed.

Senior School 2e learners speak about Assessment

Anne Sturgess¹ 2-3 x secondary students¹

¹Kristen College, Auckland

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Room: H203

Prestn Type: Workshop

Prestn No. STU17048

Abstract:

A current focus for Anne has been on the importance of teachers changing how they assess in order to cater for those gifted learners who not only require adaptations to the environment to learn effectively, but also require flexibility in how they are assessed. The willingness of teachers to provide greater choice in how students show what they know and can do has resulted in outstanding results for gifted students who were previously failing to achieve appropriate qualifications. With choice, students are now achieving their academic goals and present as more confident learners. We will hear from some of these students during the presentation and then discuss implications for professional learning and classroom practice.

Understanding the complexities of giftedness

Emrie De Vaal¹, Lynn Berresford¹

¹Indigo Assessment and Counselling

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Room: H205

Prestn Type: Workshop

Prestn No. DEV17013

Abstract:

Understanding the complexities of giftedness

Giftedness is more than just intellect, it is an emotional depth. Gifted individuals are statistically significantly different from their peers. They feel different and they behave different. If we are to successfully assist our gifted young people into becoming confident, caring, and connected members of society, it is crucial that we understand their emotional needs and intensity. This presentation will look at conceptualising emotional needs of gifted children, touching on perfectionism, performance anxiety, motivation, and confidence, and providing. It will share a few practical tips for those dealing with gifted minds.

High achievement amongst a cohort of academically gifted and talented Māori and Pasifika secondary school boys: Elements that contributed to their success

Dr Graeme Miller¹

¹Various Waikato schools

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Room: H301

Prestn Type: Research Presentation

Prestn No. MIL17012

Abstract:

The literature indicates that throughout the western world students from indigenous and other minoritised cultures are much less likely to be identified as intellectually gifted or talented than students of European ethnicity. In the New Zealand context Māori and Pasifika students have been significantly under-represented in programmes for the intellectually gifted and talented. It seems that there are many members of these two groups of diverse learners who may not be supported adequately to develop hopeful and positive futures. The presenter's PhD research with Māori and Pasifika secondary school boys investigated what the boys, their whānau (extended family) and teachers considered had contributed to their academic success. Data was primarily gathered using group and individual interviews with boys, whānau, teachers, headmasters, kaumatua (elders) and an iwi (tribal) representative. In addition, teachers of accelerate classes completed questionnaires, and classroom observations were undertaken. The research identified three main elements that contributed to the boys' success. There are several implications of the findings that educators should consider in improving identification and provision for intellectually gifted and talented Māori and Pasifika secondary school boys. The elements contributing to success and the implications of the findings are discussed in this presentation. It is hoped that, by developing understanding of what has contributed to the academic success of the students in this study, future Māori and Pasifika students may benefit.

The Ruamano Project

Emma Scobie-Jennings¹, Katrina Sylva²

¹Bream Bay College, ²Dargaville High School

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Room: H401

Prestn Type: Research Presentation

Prestn No. SCO17016

Abstract:

Māori and Pasifika boys, despite their many gifts and talents, are at risk of underachievement and under-represented in many opportunities for identifying and developing their special abilities and qualities. The Ruamano Project aimed to adapt and trial Real Engagement in Active Problem Solving (REAPS), a model developed by Prof June Maker and Dr Bob Zimmerman, in two Northland schools in an effort to increase the engagement and achievement of potentially gifted and talented Māori and Pasifika boys. REAPS was adapted and implemented in 2016 with Year 9 science students at Dargaville High School and with Year 8 and 9 gifted students at Bream Bay College with help from funding through the Teacher Led Innovation Fund Initiative.

We developed a mixed methods research project involving a range of qualitative and quantitative data collection methods to help us answer these three questions:

1. How effective is REAPS in increasing engagement and achievement of Māori and Pasifika boys?
2. How can gifted potential be identified in Māori and Pasifika boys engaged in problem based learning based on the REAPS model?
3. How can evidence-based, international curriculum delivery models, like REAPS, be adapted and localised within New Zealand's cultural and educational context?

We are currently working through the collation and reporting of the data gathered and would like to take this opportunity to share our preliminary findings.

Student Agency - making it work for gifted students

Madelaine Willcocks¹

¹New Zealand Centre for Gifted Education

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Room: J2 Lecture Theatre

Prestn Type: Research Presentation

Prestn No. WIL17010

Abstract:

Motivation, and the apparent lack thereof, of gifted students is an ongoing area of interest for many in gifted education, and forms the core of many definitions and conceptualisations of giftedness internationally. In New Zealand at present, the idea of student agency is a 'hot topic', with much attention being paid to how teachers might allow or support their students to be increasingly agentic. This session will present an overview of literature around agency, discuss how agency has been built into a specialist curriculum for gifted students, and share specifically agentic strategies that have been implemented via this curriculum.

Parenting and being a gifted, ASD child

Siobhan Harvey¹, Cameron Doherty

¹Auckland University of Technology

siharvey@aut.ac.nz

Room: H203

Prestn Type: Round Table Discussion

Prestn No. HAR17005

Abstract:

Siobhan Harvey (author, lecturer, advocate) and Cameron Doherty (Gifted and Talented learner, son) plan to contribute a round table session on "What it's like parenting a gifted and talented ASD learner" (Siobhan) in tandem with "What it's like to be a gifted and talented ASD learner" (Cameron).

Siobhan's input will inform the practice of best advocacy for parents and children connected to the Gifted and Talented learner dynamic, while Cameron will offer input into this session under the interconnected topic of how he has been supported in his learning, what has and hasn't worked for him and how such knowledge might give voice to and better represent what diverse learners think and say about their own futures.

The giftEDnz National Research Project - an update

Dr Louise Tapper¹

¹Educational researcher & giftEDnz, Rangiora

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Room: H203

Prestn Type: Round Table Discussion

Prestn No. TAP17034

Abstract:

Near the end of 2016, giftEDnz made a start on a nationwide research project that will explore the current state of gifted education across New Zealand from a diverse range of perspectives. This research aims to capture the voices of educators across all sectors (from early childhood education through to tertiary), as well as parents, whānau, other stakeholders, and gifted young people themselves.

The last major nationwide exploration of the state of gifted education in New Zealand was the Riley et al. study of 2004, which was reviewed again on a smaller scale in 2012. One of the aims of Riley et al.'s study was to identify "strengths and gaps" in provision for gifted learners in order to inform future directions in gifted and talented education, and this current research project will have a similar focus. Another emphasis will be an exploration of the increasingly diverse cultural and social groups that engage with New Zealand early childhood centres and schools.

The first phase of this nationwide research has now been undertaken. This presentation will report on preliminary findings from a survey of New Zealand primary and intermediate schoolteachers. It will also outline what the next phases of the research will entail, and open up a discussion on how educators, other professionals, parents and gifted learners can get involved and have their say about what they believe is working well, what could be improved, and where provisions for gifted and talented learners should head in the future.

Innovative Learning Environments (ILEs) and the gifted child

Brooke Trenwith¹

¹Cognition Education Limited, Auckland

btrenwith@cognitioneducation.com

Room: H205

Prestn Type: Round Table Discussion

Prestn No. TRE17040

Abstract:

This roundtable will discuss the pedagogy of innovative learning environments and how they can be utilised to support gifted learners. It will also focus on collaborative teaching techniques for gifted children in ILEs and look at managing the intensities that may cause issues in ILEs.

Tournament of Minds - a collaborative problem solving programme

Jocelyn Pollock¹

¹Tournament of Minds New Zealand, Lower Hutt

nz-director@tom.edu.au

Room: H205

Prestn Type: Round Table Discussion

Prestn No. POL17038

Abstract:

Tournament of Minds (TOM) is developed especially for talented and creative students across all sectors of Primary, Intermediate and Secondary school education. It provides a dynamic approach to learning, whilst developing students' enthusiasm for experimentation, problem finding and problem-solving.

In this round table discussion session, the Tournament of Minds (TOM) programme will be outlined. The concept, aims and processes of TOM will be shared, along with the potential benefits for participants. Previous challenges are available for viewing and participants will leave with a sample range of activities. Opportunity will be provided for a general discussion, including a question and answer time.

Growing as confident and competent learners – Utilising Te Whariki and The New Zealand Curriculum to weave a future for gifted children in the early years

Andrea Delaune^{1,2}

¹giftEDnz, ²University of Canterbury

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Room: H301

Prestn Type: Workshop

Prestn No. DEL17027

Abstract:

This workshop will draw upon the principles and goals of *Te Whāriki* and vision, principles, and values of *The New Zealand Curriculum* to see how enactment of these curriculums with and alongside children and families can extend and expand the abilities of gifted children in the early years. It will explore the curricular underpinnings for comprehending and responding to giftedness, explore dispositions of giftedness, and utilise the assessment tool “*Learning Stories*” as a medium through which these dispositions can be identified and extended. Furthermore, this workshop will enable attendees to identify educational aspirations for gifted children in connection with educational values which are reflected within *Te Whāriki* and *The New Zealand Curriculum* with a view to how young gifted children can remain connected and involved in their communities.

Heroic quests and mentors

Di Thomson¹

¹Waiuku College

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Room: H401

Prestn Type: Round Table Discussion

Prestn No. THO17049

Abstract:

Giftedness requires a hero's journey. Every venture forth in to new territory- be it social, intellectual or emotional- requires courage. Shane Koyczan wrote ‘The problem with courage is you don't get to have it until after you've done what you need it for in the first place.’ To undertake their personal quest, students need mentors. Joseph Campbell speaks of this in his *Monomyth*, and Gagné lists it as an environmental and/or chance factor.

What do students need to be furnished in their giftedness? Should they be specialists, albeit possibly with oddities, or do we have a responsibility to bring more roundedness into their lives and at what price could this be to their singularity of focus? How responsible are we to guide (mentor, facilitate, lead) students through an understanding of their emotional quotient, their personality, their stressors in order to find the courage to be and become as a gifted person and what do we need to do to equip ourselves for this?

Gifted education: Time for a fresh look?

Dr Nadine Ballam¹

¹The University of Waikato, Tauranga

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Room: H401

Prestn Type: Round Table Discussion

Prestn No. BAL17030

Abstract:

This reflection table will consider the question:

In an educational climate where funding and resources for gifted and talented learners are basically non-existent, there may be a need for a ‘fresh’ marketing strategy. Support that was available in the past for educators, parents and gifted learners has decreased, with focus shifting to areas deemed by the Ministry of Education to be of ‘greater importance’.

This round table discussion invites participants to consider the shift of focus away from gifted and talented learners, how this has influenced schools’ approaches to gifted education, the impact of this on parents and whānau, and what the implications might be for gifted learners collectively and individually. Participants will also be encouraged to reflect on how giftedness and talent might be ‘repackaged’ in educational settings in order to attract support again.

Is the label ‘gifted and talented’ past its use-by date? Are current approaches to catering for gifted learners in schools working? How can educators gain investment from their colleagues to support gifted learners? How could schools ‘tap in’ to Ministry of Education focus areas in order to gain something for gifted learners? What would an effective school-whānau-community partnership look like? These, amongst others, may be some of the questions contemplated in this discussion.

Acceleration and gifted girls in secondary education in single-sex girls' schools in New Zealand

Dr Margaret Crawford¹

¹*Sacred Heart Girls' College*

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Room: J2 Lecture Theatre

Prestn Type: Research Presentation

Prestn No. CRA17011

Abstract:

Recent research reaffirms that acceleration is the most effective academic intervention for gifted children (Assouline, Colangelo, VanTassel-Baska, Lupkowski-Shoplik, 2015) and yet it is considered a controversial provision and used sparingly. However, my presentation of research findings confirms that New Zealand girls' schools in Years 9-13 are providing for their gifted and talented girls and offering academic acceleration as an educational intervention. Provisions were embedded in school programmes of learning and support and schools perceived they were providing for the academic, social and emotional and cultural needs of their gifted and talented students. Schools demonstrated a close relationship between their culture of learning and excellence and their cultures of care and well-being. Information was sought through a National Survey of Girls' Schools and from case study schools which included the perceptions of teachers, students and parents or caregivers. The research examined the literature and practices for alliteration alongside research and literature about gifted girls. Acceleration in a number of forms and enrichment were offered. Schools showed they could use the flexibility of examination systems and pathways to university for ongoing provisions. Acceleration was offered individually, in a group within a class, and in whole classes depending on school context, but not dependent on school type, decile, roll. Feasibility within school organisations, personalised learning with support, the fostering of school relationships, and student choice were reported, especially within the case study schools' own cultures and philosophy. Few participants perceived that acceleration was not an effective provision for gifted and talented girls.

To mainstream or not to mainstream: That is the question!

Dr Nadine Ballam¹

¹*The University of Waikato, Tauranga*

nadine.ballam@waikato.ac.nz

Room: H203

Prestn Type: Reflection Table

Prestn No. BAL17028

Abstract:

This reflection table will consider the question:

'If special schools, kura kaupapa, charter schools and other specialist schools have the goal of enabling specific learners to be more confident and connected, why not have more schools that are exclusively for gifted and talented learners?'

This discussion will likely renew the debate around segregation and mainstreaming, the advantages and disadvantages of both, and which might be most suitable for gifted and talented learners.

How do we achieve equity and excellence for gifted and talented students in Aotearoa New Zealand's aspirations to provide a world class, inclusive education for all?

Dr Tracy Riley¹

¹*Massey University, Palmerston North*

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Room: H203

Prestn Type: Reflection Table

Prestn No. RIL17042

Abstract:

In this round table discussion, we will explore the tensions between inclusive education and gifted education, with a view to better understand how these areas can work together. What is equitable for gifted students? How can gifted identification and provision ensure equitable access for learners from all groups? How can inclusive education policy and practice include, rather than exclude, gifted learners? How can we ensure the rights of gifted students are recognised and met with appropriate responses from educators? These are just some of the issues we will explore in our discussion of the struggle for excellence and equity for gifted learners.

How do you work with "pushy parents" of diverse learners?

Dr Margaret Sutherland¹

¹University of Glasgow, Scotland, UK

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Room: H205

Prestn Type: Reflection Table

Prestn No. SUT17053

Abstract:

Weaving a future for diverse learners

Emrie De Vaal¹, Lynn Berresford¹

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Room: H301

Prestn Type: Reflection Table

Prestn No. DEV17014

Abstract:

Our wicked question: Is it the adults or the learners who need to be confident, caring, and connected?

So what if your pre-schooler is 'gifted'? Aren't all children gifted anyway?

Andrea Delaune^{1,2}

¹giftEDnz, ²University of Canterbury

andrea.delaune@pg.canterbury.ac.nz

Room: H401

Prestn Type: Reflection Table

Prestn No. DEL17026

Abstract:

This reflective table discussion starts from the 'wicked question' which asks – Aren't all children gifted anyway? Drawing from the 1997 early childhood education publication *Every Child is a Gifted Child* written by Raywyn Ramage (founder of the former New Zealand College of Early Childhood Education), this reflective table will talk about the 'gifted' label, and when and where it is (rightfully or wrongfully) applied, and what that means for children, parents and teachers.

Come along for some good discussion!



Waiata

Te Aroha E

Te Aroha E
Te Whakapono
Te Rangimarie
Tātou tātou e

Love
Faith
Peace
All of us together

The giftEDnz Roadshow is proudly brought to you with the support of sponsorship from

- Massey University's Institute of Education,
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and the New Zealand Association for Gifted Children (**NZAGC**).

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