



**Christchurch PROGRAMME**  
Selwyn House School, 122 Merivale Lane, Merivale

Organised  
in  
collaboration  
with



**Saturday 1<sup>st</sup> April 2017**

Time	Room	Presenter/s	Title	Chair:	Prestn Type	Page	
9:30am		Registration opens					
10:00am	Atrium	Prof Angus Macfarlane	Mihi whakatau Welcome from Dr Louise Tapper, Chair of giftEDnz House-keeping / Emergency procedures				
10:20am	Atrium	Morning Tea					
10:50am	Atrium	Dr Margaret Sutherland	Common threads that bind us together: Learners, learning and curriculum	Karen Bush	International Keynote	2	
11:50am		Hannah Hudson	Guiding our gifted explorers	Louise Tapper	Christchurch Keynote	2	
12:30pm	Atrium	Lunch					
1:20pm	Music Room	Tara Swadi	The importance of sex education for gifted and talented students in New Zealand		Round Table Discussions	3	
		Maureen Allen	Inclusion of diverse learners within innovative learning environments			3	
		Vivienne Russell	Māori perspectives of giftedness			3	
	Room 12	Dr Nadine Ballam	giftEDnz National Research Project			4	
		Jo Dean	Understanding anxiety and sensitivities in young children			4	
	Room 13	Heather McQuillan	Writing is not brain surgery - you don't need to get it right first time!			Karen Bush	4
		Bridget Compton-Moen	Celebrating learners' diversity through passion projects				5
2:15pm	Atrium	Dr Melinda Webber	In search of greatness: Gifted Māori students and the power of a positive cultural identity		Karen Bush	Research Presentation	5
	Music Room	Sue Williams & students	Future Problem Solving (FPS) - how the different components of this extension programme can empower a range of students			Workshop	5
	Room 12	Ingrid Frengley-Vaipuna	It's not Black and White being Brown - The complexity of Pasifika giftedness			Research Presentation	6
	Room 13	Karen Keppel & Vanessa White	The missing piece of the puzzle: Getting identification and diagnoses of gifted and multi-exceptional learners right. Development of a New Zealand resource for clinicians, parents and educators			Workshop	6
3:00pm	Atrium	Afternoon Tea					
3:30pm	Music Room	Dr Louise Tapper	"The perfect All Rounder": Is this the preferred identity for future-focused diverse and talented adolescents in Aotearoa New Zealand		Reflection Tables	6	
		Dr Nadine Ballam	To mainstream or not to mainstream: That is the question!			Karen Bush	7
		Andrea Delaune	So what if your pre-schooler is 'gifted'? Aren't all children gifted anyway				7
	Atrium	Dr Margaret Sutherland	How do you work with "pushy parents" of diverse learners?				7
4:10pm	Atrium	Political provocations for election year					
4:30pm	Atrium	Finish of day's programme					
4:45pm	Atrium	giftEDnz AGM					

## ABSTRACTS

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

**Dr Margaret Sutherland<sup>1</sup>**

<sup>1</sup>University of Glasgow, Scotland, UK

margaret.sutherland@glasgow.ac.uk

**Room:** Atrium

**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.

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### Guiding our gifted explorers

**Hannah Hudson<sup>1</sup>**

<sup>1</sup>Future Problem Solving, Christchurch

hannahhudson@clear.net.nz

**Room:** Atrium

**Prestn Type:** Christchurch Keynote

**Prestn No.** HUD17051

#### **Abstract:**

Gifted students push boundaries. We dare to think: see things from a new perspective; ask questions that have no answers; embrace the marvellously unpredictable. We are explorers.

Our future is exponential. With every advance our society makes, it becomes more and more difficult to see what comes beyond. Our future is marvellously unpredictable. How will we enable our young people to thrive?

When our young explorers step out and live at the extremes of human existence, what skills will they need to ensure their expeditions are as valuable as possible? Every successful expedition has purpose, passion, partnerships, and perseverance. What might the role of our educators be in developing these elements in our students? Because, when we enable our young people to go beyond where anyone's gone before, they'll revolutionize our world, and when we guide these efforts, we'll create a more positive future.

# The importance of sex education for gifted and talented students in New Zealand

**Tara Swadi<sup>1</sup>**

<sup>1</sup>University of Otago

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**Room:** Music Room

**Prestn Type:** Round Table Discussion

**Prestn No.** SWA17004

## **Abstract:**

For all students, education in sexual health is important. However, I believe gifted and talented students are a particularly vulnerable group who are at high risk of having negative experiences as a result of poor education in sexual health. At a minimum, high schools teach the practicing of safe sex and some aspects of hauora, however important issues such as consent, safety, and healthy sexual behaviour are not sufficiently covered. Students are experiencing adult situations without proper education of what to expect, and where to draw a line. As gifted students can often be highly emotional, or suffer difficulties with social interaction, the teaching of these important aspects of adulthood is imperative. These students are at risk of having experiences detrimental to their social development and mental health. So how can we teach sexual education to gifted students a way that is sensitive and informative, while also not crossing lines set out by mainstream schooling?

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## Inclusion of diverse learners within innovative learning environments

**Maureen Allan<sup>1</sup>**

<sup>1</sup>Mairehau Primary School, Christchurch

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**Room:** Music Room

**Prestn Type:** Round Table Discussion

**Prestn No.** ALL17039

## **Abstract:**

The focus of this Round Table is around a discussion of a recent study conducted by the presenter. The purpose of the study was to investigate how innovative learning environments along with a collaborative teaching pedagogy fulfil the expectations associated with the inclusion of diverse learners.

There is a high level of speculation amongst educators regarding the effectiveness of ILE for diverse learners, e.g.: space, noise, lack of individual support, relationships. As schools in Aotearoa New Zealand are rapidly creating innovative learning environments consideration must be given to the benefit of these environments for diverse learners. Are the needs of these students being met within the new learning environments?

How are teachers using assessment information to ensure the learning and social/behavioural needs of a wide range of learners are being met within an ILE? What are quality teachers within these environments doing to ensure presence, participation and achievement in learning- 'success for all.'?

This information will be used to assist this RTLB Cluster Manager working with RTLB and schools in a rapidly changing cluster - in which new schools are being constructed -as models of quality teaching and learning - raising achievement for all and including all learners in the learning process. Feedback and comments from delegates' own experiences working in ILEs are welcomed.

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## Māori perspectives of giftedness

**Vivienne Russell<sup>1</sup>**

<sup>1</sup>The University of Waikato

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**Room:** Music Room

**Prestn Type:** Round Table Discussion

**Prestn No.** RUS17032

## **Abstract:**

Gifted and talented education represents an affirmative approach to the recognition and realisation of exceptional potential. This presentation will introduce Māori perspectives of giftedness by drawing on both theory and practice. Vivienne will also draw on her experiences in schools to further support participants as they explore these perspectives and create frameworks for positive change in their communities.

## giftEDnz National Research Project

**Dr Nadine Ballam<sup>1</sup>, Dr Louise Tapper<sup>2</sup>**, Jo Dean<sup>3</sup>, Dr Melinda Webber<sup>4</sup>

<sup>1</sup>The University of Waikato, <sup>2</sup>Educational Researcher & giftEDnz, Rangiora

<sup>3</sup>Massey University, <sup>4</sup>The University of Auckland

nadine.ballam@waikato.ac.nz

**Room:** Room 12

**Prestn Type:** Round Table Discussion

**Prestn No.** BAL17035

### 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 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.

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## Understanding anxiety and sensitivities in young children

**Jo Dean**

<sup>1</sup>Leap Education, Palmerston North

jdeanresearch147@gmail.com

**Room:** Room 12

**Prestn Type:** Round Table Discussion

**Prestn No.** DEA17023

### Abstract:

This round table discussion will focus on building collaboration between teachers and parents/whanau and supporting young children with anxiety and different types of sensitivities. Although it is difficult to eliminate anxiety, teachers and parents can help children cope with anxiety in a range of positive ways. In particular, young gifted children tend to have an intense, sensitive nature and can suffer some form of anxiety. Therefore, it is important that gifted children recognise their own heightened sensitivity to things that happen in the world as a typical response for them. As teachers, it is necessary to understand children's concerns and recognise diverse learning processes and gifted characteristics.

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## Writing is not brain surgery - you don't need to get it right first time!

**Heather McQuillan<sup>1</sup>**

<sup>1</sup>The School of Young Writers, Christchurch

heathermcq@hotmail.com

**Room:** Room 13

**Prestn Type:** Round Table Discussion

**Prestn No.** MCQ17017

### Abstract:

Many of our gifted young writers think they have to get writing 'right' first time – but luckily writing is not brain surgery!

We will discuss why our young writers have picked up on this myth, what they think about writing at school, and ways to free them up so they get text on the page and then explore ways to approach writing and redrafting with confidence and courage.

## Celebrating learners' diversity through passion projects

### **Bridget Compton-Moen<sup>1</sup>**

<sup>1</sup>*Selwyn House School, Christchurch*

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**Room:** Room 13

**Prestn Type:** Round Table Discussion

**Prestn No.** COM17045

#### **Abstract:**

How might we celebrate and nurture the individuality and diversity of each of our learners? How can we enable them to learn and grow while delving deep into their own passions; fields which excite and engage them?

Student- Led Passion Projects are guaranteed to be a hit in your classroom. They are a fantastic way to develop a huge variety of skills and learning dispositions. Passion Projects differentiate themselves, catering for the diverse range of needs in any classroom. Gifted Learners, in particular, will relish the opportunity to immerse themselves in their passions. This presentation will focus on how we facilitate year-long Passion Projects at Selwyn House and the scaffolds put in place to enable each unique learner to flourish.

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## In search of greatness: Gifted Māori students and the power of a positive cultural identity

### **Dr Melinda Webber<sup>1</sup>**

<sup>1</sup>*The University of Auckland*

m.webber@auckland.ac.nz

**Room:** Atrium

**Prestn Type:** Research Presentation

**Prestn No.** WEB17046

#### **Abstract:**

This presentation considers the role stereotype threat, ethnic group connectedness and cultural efficacy have on the attitudes, behaviours, and learning orientations of gifted Māori students. It proposes that gifted Māori students should be encouraged to use their cultural knowledge and distinct worldviews as a starting point for better understanding what giftedness means for both their cultural and educational lives. It also suggests that Māori values, norms, customs, ways of knowing and traditions can provide gifted Māori students with a framework for interpreting reality, celebrating localised notions of giftedness and responding courageously to academic challenges.

This presentation also refers to Sternberg's (1997) theory of successful intelligence and Māori whakapapa (genealogy) to explain the findings of the Ka Awatea project, which identified eight personal, academic and cultural characteristics associated with gifted Māori students from one tribal area of New Zealand. The study found that the negotiation and harnessing of Māori giftedness was a collective act that worked to bridge the gap between the social, cultural and educational worlds of the Māori student. Finally, the presentation proposes a framework for identifying and providing for gifted Māori students based on culturally important concepts including Service, Pride, Efficacy and Connectedness (S.P.E.C).

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## Future Problem Solving (FPS) - how the different components of this extension programme can empower a range of students

### **Sue Williams and students<sup>1</sup>**

<sup>1</sup>*Several Christchurch schools*

susantwilliams@gmail.com

**Room:** Music Room

**Prestn Type:** Workshop

**Prestn No.** WIL17008

#### **Abstract:**

Sue will co-present with diverse students from Years 8-13 at different schools in Christchurch, to explain three different components within FPS: Global Issues Problem Solving; Scenario Writing and Scenario Performance, and how their schools facilitate this. Students will describe how FPS helps them: to be more confident, connected, and caring, how it impacts on their learning overall, and assists them to express informed hope about their futures in a global world.

FPS Resources are available to enrolled schools through FPS's national and international offices and coaching courses are run locally each year.

## It's not Black and White being Brown - The complexity of Pasifika giftedness

**Ingrid Frengley-Vaipuna<sup>1</sup>**

<sup>1</sup>The University of Waikato IPL

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**Room:** Room 12

**Prestn Type:** Research Presentation

**Prestn No.** FRE17025

### Abstract:

Pasifika giftedness is a complex mix of qualities and attributes rooted in Pasifika values sometimes not recognised or understood by Palangi. This presentation focuses on Tongan perspectives through case studies of gifted students as explored in my research "*Creating Kakala: Gifted and Talented Tongan students in New Zealand secondary schools*" but also considers other Pasifika perspectives.

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The missing piece of the puzzle: Getting identification and diagnoses of gifted and multi-exceptional learners right. Development of a New Zealand resource for clinicians, parents and educators.

**Karen Keppel<sup>1</sup>, Vanessa White<sup>2</sup>**

<sup>1</sup>Leith Occupational Therapy Ltd, Dunedin, <sup>2</sup>Lifting the Lid, Hamilton

karen@leithot.nz

**Room:** Room 13

**Prestn Type:** Workshop

**Prestn No.** KEP17020

### Abstract:

As reported internationally, lack of understanding amongst medical and allied health clinicians in New Zealand has been identified as a cause of concern regarding the mis- and missed-diagnosis of gifted and twice exceptional children. Following discussion with a range of clinicians, a lack of education and poor access to relevant information pertaining to the clinician's role in working with gifted children were identified as significant barriers to clinicians being able to confidently identify, assess and refer children who are later identified as gifted. In helping practitioners to be better prepared to recognise giftedness and multi-exceptionalities, the giftEDnz Multi-Exceptionalities Special Interest Group are following in the footsteps of SENG, developing a resource bank which will include pamphlets along with relevant literature and video clips. The current challenges faced by medical and allied practitioners and the response to these through the Special Interest Group will be shared.

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"The perfect All Rounder": Is this the preferred identity for future-focused diverse and talented adolescents in Aotearoa New Zealand?

**Dr Louise Tapper<sup>1</sup>**

<sup>1</sup>Educational Researcher & giftEDnz, Rangiora

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**Room:** Music Room

**Prestn Type:** Reflection Table

**Prestn No.** TAP17002

### Abstract:

"And he's not someone who's labelled as other boys could be because they are sort of one-dimensional, which he isn't at all. He's, you know, the perfect all-rounder". (Secondary school teacher)

"A high achiever, I would think, would be a good sort of all-round person". (Parent)

Is it Ok to be 'one-dimensional' or does a young person moving towards a positive and hopeful future in Aotearoa New Zealand have to work towards being 'the perfect all-rounder'?

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

### **Dr Nadine Ballam<sup>1</sup>**

<sup>1</sup>The University of Waikato, Tauranga

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**Room:** Music Room

**Prestn Type:** Reflection Table

**Prestn No.** BAL17029

#### **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.

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

### **Andrea Delaune<sup>1,2</sup>**

<sup>1</sup>giftEDnz, <sup>2</sup>University of Canterbury

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**Room:** Music Room

**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!

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

### **Dr Margaret Sutherland<sup>1</sup>**

<sup>1</sup>University of Glasgow, Scotland, UK

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**Room:** Atrium

**Prestn Type:** Reflection Table

**Prestn No.** SUT17054

#### **Abstract:**



## 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,
- The University of Auckland's Faculty of Education and Social Work,
- and in collaboration with the Canterbury Association for Gifted Education (**CAGE**)
- and with the on-going support of New Zealand's national gifted charities:  
the New Zealand Centre for Gifted Education (**NZCGE**)  
and the New Zealand Association for Gifted Children (**NZAGC**).

We also gratefully acknowledge  
the support of:

THE  
AURORA  
EDUCATION  
FOUNDATION  
GISBORNE

towards speakers' gifts