



## Wellington PROGRAMME

Massey University Wellington, Executive Seminar Suite (ESS)

Wednesday 5<sup>th</sup> April 2017

Time	Room	Presenter/s	Title	Chair:	Prestn Type	Page
9:30am			Registration opens			
10:00am	ESS	Tama Kirikiri & Taniya Ward	Mihi whakatau Welcome from Dr Louise Tapper, Chair of giftEDnz House-keeping / Emergency procedures			
10:20am	ESS		Morning Tea			
10:50am	ESS	Dr Margaret Sutherland	Common threads that bind us together: Learners, learning and curriculum <i>Tracy Riley</i>	International Keynote		2
11:50am	ESS	Matt Strawbridge	How to see and use dyslexia as a tool for success <i>Karen Bush</i>	Wellington Keynote		2
12:30pm	ESS		Lunch			
1:20pm	ESS	Abbas Nazari	Some of the challenges and benefits of having a migrant background		Workshop	3
	5C18	Dr Rosemary Cathcart	Checking the Houndstooth ..... <i>Karen Bush</i>		Workshop	3
	5D17	Lindsay Yeo	Exploring the self-concept and sense of belonging of academically accelerated gifted male students in a New Zealand context		Research Presentation	3
	Intervw 1	Shirley Taylor	Fostering a positive emotional climate for gifted learners in educational settings through both indirect and direct strategies		Round Table Discussions	4
	Intervw 2	Jo Dean	How can teachers work with parents to support children with high anxiety and sensitivities			4
2:15pm	ESS	Anna Meuli	Ensuring challenge in learning: An introduction to a framework for depth and complexity		Workshop	5
	5C18	Dr Tracy Riley	Buzzing with bees and exploring differentiation <i>Karen Bush</i>		Workshop	5
	5D17	Ingrid Frengley-Vaipuna	Grizzles, gripes and great things - gifted student voice in Aotearoa		Research Presentation	5
	Intervw 1	Richard Brudvik-Lindner	Mystery, mastery, mindset, Oh My! – Creating conversation not controversy at your school when discussing giftedness & exceptional aptitudes		Round Table Discussions	6
	Intervw 2	Jocelyn Pollock	Tournament of Minds - a collaborative problem solving programme			6
3:00pm	ESS		Afternoon Tea			
3:30pm	ESS	Dr Margaret Sutherland	How do you focus on what's important when policy changes		Reflection Tables	7
	5C18	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?			7
	5D17	Dr Rosemary Cathcart	Learning and accepting that one individual CAN make a difference, should be one of the most important goals for gifted education.			7
4:10pm			Political provocations for election year			
4:30pm	ESS		Finish of day's programme			

## 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:** Executive Seminar Suite (ESS)

**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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### How to see and use dyslexia as a tool for success

**Matt Strawbridge<sup>1</sup>**

<sup>1</sup>*Dyslexia Potential, Wellington*

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**Room:** Executive Seminar Suite (ESS)

**Prestn Type:** Wellington Keynote

**Prestn No.** STR17052

#### **Abstract:**

Sharing his personal experiences of overcoming the challenges of dyslexia, Matt will also highlight aspects of his journey in which he has worked tirelessly to support over fifty five thousand others who also experience dyslexia. Matt has developed a website full of resources for learners with dyslexia. This includes sections with guides, learning strategies and suggestions for building self-esteem, with lots of videos, step-by-step guides. This is a go-to place to support students.

Matt's presentation will cover:

- Techniques for students
- Dyslexic success stories
- Understanding how to use dyslexia as a strength

## Some of the challenges and benefits of having a migrant background

**Abbas Nazari<sup>1</sup>**

<sup>1</sup>Wellington

abbasnzr@gmail.com

**Room:** Executive Seminar Suite (ESS)

**Prestn Type:** Workshop

**Prestn No.** NAZ17021

### **Abstract:**

Abbas Nazari's talk will highlight some of the challenges and benefits of having a migrant background, in education and in all aspects of life. His talk will draw on his own personal experiences, as well as the experiences of refugee communities in New Zealand.

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## Checking the Houndstooth.....

**Dr Rosemary Cathcart<sup>1</sup>**

<sup>1</sup>REACH Education, Rotorua

reacheducation@xtra.co.nz

**Room:** 5C18

**Prestn Type:** Workshop

**Prestn No.** CAT17018

### **Abstract:**

Have you seen Renzulli's Houndstooth diagram? In 2002, Renzulli wrote a paper in which he drew worried attention to the dismal state of leadership in politics, business, and even the church in contemporary society. We needed, he said, to promote the development of social capital (described as the glue which sticks society together) as powerfully as we promote the development of economic capital. Especially we needed to find and nurture gifted young people capable of providing more ethical leadership in society. If he's right, these are vital issues for those of us working with gifted young people. But how could we tackle this? Renzulli claimed to have identified certain characteristics which could achieve this. He called them "co-cognitive traits" and set them into the Houndstooth graphic. But do they work? Should we be building the co-cognitive traits into our identification processes? What significance might they have for our gifted programming? This presentation reports on a research study which looked at these questions. The study was wide ranging, involving case history work and examination of theories about ethical development (with some interesting findings in relation to Dabrowski's work), but the focus of this presentation will be on that part of the research which involved a survey of some New Zealand high school students, and its findings.

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## Exploring the self-concept and sense of belonging of academically accelerated gifted male students in a New Zealand context

**Lindsay Yeo<sup>1</sup>**, Assoc Prof Tracy Riley<sup>1</sup>, Dr Vijaya Dharan<sup>1</sup>

<sup>1</sup>Massey University, Palmerston North

maureena@rtlb34.school.nz

**Room:** 5D17

**Prestn Type:** Research Presentation

**Prestn No.** YEO17022

### **Abstract:**

Despite overwhelming overseas research finding it to be a very effective way of meeting the needs of gifted learners, academic acceleration is not a popular provision choice in New Zealand. Many parents and educators hold a common fear that accelerating children will negatively affect their social-emotional development. The current study aimed to explore the validity of this fear. A mixed-methods study with an explanatory-sequential design was used to explore the self-concepts and sense of belonging of a cohort of 30 male Year 13 students at a single-sex secondary school in New Zealand. The students were all dually-enrolled in a variety of 100-level courses through a local university. The participants completed the Piers Harris Children's Self-Concept Scale 2, with the results compared to the test norms; no significant differences were found other than physical-self-concept, and all scores fell within the "Normal" range. Five of the participants were then purposively selected for semi-structured interviews investigating self-concept and sense of belonging, and how their experiences in the acceleration programme may have impacted upon these. All of the interviewees expressed a strong sense of belonging to the school and the acceleration programme, and felt that the programme had enabled them to develop socially. The questionnaire and interview results indicated that the accelerated students felt comfortable in their identity as "accelerates," while also feeling accepted by their fellow students. These findings suggest acceleration classes to be a positive provision for gifted students that does not significantly impact their social-emotional development.

# Fostering a positive emotional climate for gifted learners in educational settings through both indirect and direct strategies

**Shirley Taylor<sup>1</sup>**

<sup>1</sup>Private Practice

s.a.taylor@clear.net.nz

**Room:** Interview Room 1

**Prestn Type:** Round Table Discussion

**Prestn No.** TAY17015

## **Abstract:**

Cognitive and emotional development are intertwined. The emotional intensity and depth of gifted children is linked to their intellectual and creative abilities.

Educators can help to foster emotional development in gifted children both indirectly as an integral part of teaching / learning in an environment which is accepting of diversity, and more directly through particular strategies for gifted individuals.

Indirect strategies are relevant for all learners and can include: affective as well as cognitive skill development within units of work; using the Key Competencies in the curriculum; teaching children about how their brains work and how they can use them effectively.

Direct strategies for gifted individuals include: grouping gifted children with true peers; giving them time to follow their passions; working on real projects which will make a difference to others; use of mentors and role models; helping them gain self-awareness of their perfectionism or intensity or sensitivity.

This Round Table session will introduce these ideas and strategies and invite discussion and further ideas.

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## How can teachers work with parents to support children with high anxiety and sensitivities?

**Jo Dean**

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

jdeanresearch147@gmail.com

**Room:** Interview Room 2

**Prestn Type:** Round Table Discussion

**Prestn No.** DEA17036

## **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.

# Ensuring challenge in learning: An introduction to a framework for depth and complexity

**Anna Meuli**<sup>1</sup>

<sup>1</sup>New Zealand Centre for Gifted Education

anna.meuli@nzcge.co.nz

**Room:** Executive Seminar Suite (ESS)

**Prestn Type:** Workshop

**Prestn No.** MEU17009

## **Abstract:**

A focus on how to achieve depth of knowledge has dominated education research and development over the last five to six decades with many researchers, theorists and educationalists proposing a variety of taxonomies, models and conditions of learning to suit, (e.g., (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956; Biggs & Collis, 1982; Anderson & Krathwohl, 2000; Erikson, 2002; Wiggins & McTighe, 2005; McKenzie, 2005; Van Tassel-Baska, 2008; Hattie, 2012; Erikson & Lanning, 2014; Hattie & Donoghue, 2016). Some key components are ever present: there is movement of learning from surface to deep, simple to complex, concrete to abstract, contextual to conceptual, known to unknown, teacher-led to increased student agency. What tools can we draw upon that allow us to develop confidence in our students with strong thinking capabilities that they can achieve these outcomes for themselves?

The Framework for Depth and Complexity builds on and draws together the thinking and intent of the various models and strategies proposed by the educationalists listed above. The Framework is attributed in large to the work of Sandra Kaplan and Bette Gould (California Department of Education, 1994; Kaplan & Gould, 1995, 2000), and acts as a vehicle for teachers and students to plan for and achieve deep, complex, abstract and conceptual learning outcomes.

This workshop will introduce you to the framework and show how it is being applied into both specialist gifted education and mainstream classroom settings in New Zealand.

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## Buzzing with bees and exploring differentiation

**Dr Tracy Riley**<sup>1</sup>

<sup>1</sup>Massey University, Palmerston North

t.l.riley@massey.ac.nz

**Room:** 5C18

**Prestn Type:** Workshop

**Prestn No.** RIL17041

## **Abstract:**

We have created a partnership between Massey University, L'Abeilles (France), Newlands Intermediate School and Avalon Intermediate School to explore opportunities for differentiated teaching and learning centred upon a classroom-based observational beehive. In this workshop, teachers from Avalon and Newlands will share their experiences with the French-designed apiscope, a home for bees in classrooms, which has been adapted for New Zealand by Anne Noble and designers at Massey. We will share a rubric for assessing resources for differentiation, suitable for all teachers, but important for those working with gifted learners, as well as a range of materials you can use to excite your students about bees, too!

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

**Ingrid Frengley-Vaipuna**<sup>1</sup>, Vivienne Russell<sup>1</sup>

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

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**Room:** 5D17

**Prestn Type:** Research Presentation

**Prestn No.** FRE17024

## **Abstract:**

In the course of our work as GaTE facilitators, 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 our ideas about how they may be addressed.

# Mystery, mastery, mindset, Oh My! – Creating conversation not controversy at your school when discussing giftedness & exceptional aptitudes

**Richard Brudvik-Lindner<sup>1</sup>**

<sup>1</sup>Nelson College

bk@nelsoncollege.school.nz

**Room:** Interview Room 1

**Prestn Type:** Round Table Discussion

**Prestn No.** BRU17053

## **Abstract:**

Carol Dweck and Jo Boaler are all the rage at many schools with their research on "Growth Mindset," and have cast aspersions on the value of innate ability and on the concept of giftedness itself. Where indictment leads zealotry can quickly follow. Meanwhile Dona Matthews and Joanne Foster have challenged giftedness orthodoxy with their conception of the "Mastery" school of thinking about gifted students, while somewhat derisively referring to the traditional conception as the "Mystery" school of thinking. This is a recipe for confusion, controversy and possibly catastrophe for gifted education if we can't objectively look at Mystery, Mastery and Mindset and figure out how they work together and how to talk about this constructively. This session is designed to both ground you in the debate and to suggest some ways to create productive conversations in your school that make clear giftedness is not a myth and that students with abnormally advanced aptitudes have special needs that must be met by schools.

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## Tournament of Minds - a collaborative problem solving programme

**Jocelyn Pollock<sup>1</sup>**

<sup>1</sup>Tournament of Minds New Zealand, Lower Hutt

nz-director@tom.edu.au

**Room:** Interview Room 2

**Prestn Type:** Round Table Discussion

**Prestn No.** POL17037

## **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.

How do you focus on what's important when policy changes?

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

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

margaret.sutherland@glasgow.ac.uk

**Room:** Executive Seminar Suite (ESS)

**Prestn Type:** Reflection Table

**Prestn No.** SUT17054

**Abstract:**

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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 Riley<sup>1</sup>**

<sup>1</sup>Massey University, Palmerston North

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**Room:** 5C18

**Prestn Type:** Reflection Table

**Prestn No.** RIL17043

**Abstract:**

In this reflection table, 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.

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Learning and accepting that one individual CAN make a difference, should be one of the most important goals for gifted education.

**Dr Rosemary Cathcart<sup>1</sup>**

<sup>1</sup>REACH Education, Rotorua

reacheducation@xtra.co.nz

**Room:** 5D17

**Prestn Type:** Reflection Table

**Prestn No.** CAR17019

**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'?



## Waiata

### ***Te Aroha E***

Te Aroha E  
Te Whakapono  
Te Rangimarie  
Tātou tātou e

*Love  
Faith  
Peace  
All of us together*

## Massey Wi-Fi

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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:  
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