



NZ Association for GIFTED CHILDREN

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*Gifted
Wellbeing*

19-20 SEPTEMBER 2020

NZAGC CONFERENCE

(P) denotes a parent focus and (T) denotes a teacher focus.

Saturday 19 September 2020		
9:30-10:00am	Zoom meeting room open	
10:00am – 10:15am	Pōwhiri and Welcome	Brooke Trenwith
10:15am – 11:15am	<u>Keynote Speech</u> <u>Restoring harmony through balance</u>	Vanessa White
11:15am – 11:25am	<i>Break (10 mins)</i>	
11:25am – 11:55am	<u>Question and answer session with the NZAGC President</u>	Brooke Trenwith
11:55am – 12:40pm	<u>Using tools from NZCER for gifted learners (T)</u>	Cathie Johnson & Julie Roberts
12:40pm – 1:10pm	<i>Break (30 mins)</i>	
1:10pm – 1:55pm	<u>Well-being in transitions for gifted children in the early years (P)</u>	Jo Deane & Andrea Delaune
1:55pm – 2:40pm	<u>Panel Discussion: Supporting social and emotional wellbeing of gifted students in practice, not just in theory</u>	New Zealand Centre for Gifted Education (NZCGE)
2:40pm – 3:25pm	<u>MoE Progress Achievement and Curriculum Tools (T)</u>	Tara Taylor-Jorgensen
3:25pm – 3:35pm	<i>Break (10 mins)</i>	
3:35pm – 4:20pm	<u>Uncovering Gifted: A profile of an underperformer (T)</u>	Carolyn Prince
4:20pm – 5:05pm	<u>Maintaining the holistic wellbeing of gifted children: What to assess, when and how?! (P)</u>	Karen Keppel, Pam Jackson & Anna Keno
5:05pm – 5:20pm	Close day one	Brooke Trenwith

Sunday 22 March 2020		
9:55am – 10:00am	Welcome to day two	Brooke Trenwith
10:00am – 11:00am	<u>Keynote Speech</u> <u>A Gifted Life</u>	Maggie Brown
11:00am – 11:45am	<u>A future in STEM – Kiwibots (T)</u>	Janet Van
11:45am – 12:25pm	<i>Break (40 mins)</i>	
12:25pm – 1:10pm	<u>How, why and resources for home-schooling (P)</u>	Jay Hart
1:10 – 1:55pm	<u>Supporting gifted children and youth in a holistic way: Taking mental and emotional wellbeing into account (P)</u>	Dr. Mel Wong
1:55pm – 2:05pm	<i>Break (10 mins)</i>	
2:05pm – 2:50pm	<u>1 Step Ahead: Facilitating Gifted Parenting Groups in a NZ Context (P)</u> <i>This presentation will not be recorded</i>	Susan Scharpf
2:50pm – 3:35pm	<u>Acceleration (T)</u>	Dr. Janna Wardman
3:35pm – 3:45pm	<i>Break (10 mins)</i>	
3:45pm – 4:15pm	<u>Connecting the Dots between Belonging and Wellbeing (T)</u>	Tracy Riley
4:15pm – 5:15pm	<u>Keynote Speech</u> <u>The Impact of Failure on Gifted People</u>	Michael Hempseed
5:15pm – 5:30pm	Close of conference	Brooke Trenwith

NZCGE Consultancy Services

Support for educators in the primary and secondary sectors



Working together to create change

Our Consultancy Service works alongside educators, parents and other adults to help them better support their gifted children. We share practical advice, guidance and resourcing support. Our consultancy team are highly experienced and knowledgeable in both gifted education theory and practice and all have experience in teaching and/or parenting gifted children. We use a range of face-to-face and distance delivery methods for effectiveness and efficiency.

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Full Programme

Including Details and Biographies of Speakers

Saturday 19 September 2020

10:15am – 11:15am	Keynote Speech Restoring harmony through balance	Vanessa White
<p>In this presentation we will explore the interface between Māori and Western worldviews as they pertain to adversity, resilience, healing and trauma; from patu ngākau, an assault to the heart, to mauri ora, wellbeing; a cycle of healing. We will unpack this as a proposed model, making links between theory and practice, and seeing how this could be a useful way of understanding and responding to the wellbeing, and often big feelings, of those who experience the world through the lens of giftedness.</p>		
<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 2;"> <p>Vanessa White A current advisor for NZAGC, Vanessa White is a trauma-informed gifted education specialist with an intense interest in supporting the wellbeing of gifted young people. Vanessa holds a Masters in Specialist Teaching, endorsed in giftedness and talent, and has many years of experience in working with young people, their whānau and kaiako alike, drawing on both personal and professional experiences. These include as parent and aunt of gifted kids, as well as, among other roles, having been the coordinator for the gifted and talented endorsement of the Post Graduate studies in Specialist Teaching for Massey University, PLD provider, an elected giftEDnz board member, blogger for the New Zealand Centre for Gifted Education and coordinator for recent New Zealand Gifted Awareness Week Blog Tours.</p> <p>Originally from the Rangitikei, residing beside the Oroua River which runs below the Ruahine Ranges, Vanessa, along with her extended family and their menagerie of animals, live just out of Kirikiriroa where they are kaitiaki of 20 acres of bush, streams and farmland; Mahuru Springs, the place they call home. Vanessa’s focus is presently on homeschooling her youngest child, while developing their family-run “Piwakawaka Studio” BnB wellness and creatives retreat, and offering services through “Hello Calm”, to families, schools and businesses seeking information, strategies and tools to support those who are highly anxious and struggling. Her professional philosophy is set firmly in the belief that we must not only work with individuals and families, but also at the community level, within and across-sectors. Further to this, she promotes using a trauma-informed approach for all, which places great value on: patient, caring and understanding support; the holding of space; and allowing time for empowerment, healing and growth. This; all underpinned by the use of evidence-based and culturally responsive knowledge, strategies and tools.</p> </div> </div>		
11:25am – 11:55am	Question and answer session with the NZAGC President	Brooke Trenwith
<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 2;"> <p>Brooke Trenwith (President of NZAGC) Brooke is President of the <i>New Zealand Association for Gifted Children</i>, a 2017-2018 New Zealand Representative on the <i>World Council for Gifted and Talented Children</i> (she has been the writer on the events happening across the country for the updates), is on the steering committee for <i>Gifted Aotearoa</i> and a MOE Accredited education consultant through her own company, <i>Potential to Performance Ltd</i>. In 2019, Brooke is on the Reference Group for the Ministerial Review of Curriculum, Progress and Achievement (Year 1-10) and sits on the Ministerial Advisory Group for Gifted Education. Brooke’s specialisations include giftedness, inclusive education (including Culturally and Linguistically Diverse Students, Oppositional Defiance Disorder, Autism and trauma informed practices), relationship-based learning/cultural responsiveness, coaching practices and change management, thinking skills, digital fluency, innovative learning and collaborative practice.</p> </div> </div>		
11:55am – 12:40pm	Using tools from NZCER for gifted learners (T)	Cathie Johnson & Julie Roberts
<p>Cathie Johnson Cathie is an ex-principal with a breadth of knowledge of NZCER's assessment tools. She is available to support schools with their choice and use of any NZCER's assessments or surveys, and with assessment advice more broadly. She can</p>		

also help you with analysis of achievement information and next steps. Cathie runs personalised professional development sessions based on the specific needs of a school or cluster.

Julie Roberts

Julie joined NZCER as an Education Adviser and Researcher in 2017. Julie is an experienced mathematics facilitator and primary teacher. For the last nine years she has worked in a range of capacities delivering mathematics professional learning support in schools and clusters. She has strengths in mentoring and coaching leadership, effective assessment practices, and strategies to accelerate learning outcomes.

Julie has worked part-time for four years on an inclusive practices project with the Ministry of Education. Julie led the development of Inclusive Practice and the School Curriculum, a resource developed to build professional knowledge and create a shared understanding of inclusive practice within the New Zealand Curriculum.

1:10pm – 1:55pm	Well-being in transitions for gifted children in the early years (P)	Jo Deane & Andrea Delaune
<p>Gifted children’s wellbeing is the pivotal aspect of understanding transitions in the early years. Well-being is a central goal of Te Whāriki and can be understood through the four principles of empowerment, relationships, holistic development, and family and community. Transitions between home and the early childhood setting, within the early childhood setting, and from early childhood to school will be considered within this presentation. Group discussion and collaborative sharing will be encouraged to support participants to leave with effective strategies to enhance gifted children’s well-being in this critical time.</p>		
	<p>Jo Deane Jo brings a mix of personal and professional experiences as an Early childhood teacher, parent, researcher, and Professional Development facilitator. She is currently completing her Ph.D. at the University of Melbourne. Jo is a dedicated member of the GiftEDnz Association and an active Committee member of the regional CenGATE association in Palmerston North. Jo has facilitated connections between early childhood education and primary schools, building a stronger networking community to support teachers, gifted children, and their whānau/families.</p>	
	<p>Andrea Delaune Andi is an early childhood teacher, researcher, and mother of two wee ones who keep her on her toes! She is also finishing her Ph.D. through the University of Canterbury on enhancing pedagogical practice for young children. Andi is the secretary for giftEDnz and a member of the Gifted Advisory group for the Ministry of Education.</p>	

1:55pm – 2:40pm	Panel Discussion: Supporting social and emotional wellbeing of gifted students in practice, not just in theory	New Zealand Centre for Gifted Education (NZCGE)
	<p>The New Zealand Centre for Gifted Education’s curriculum for gifted learners includes a specific content strand entitled “Personal Development,” aimed at supporting gifted students to gain an understanding of what it means to be gifted, building better intra- and interpersonal knowledge. Students develop a greater awareness of who they are and what makes them tick and become empowered to take better control of their social and emotional needs. The Centre sees powerful social and emotional outcomes for the students it works with and the NZCGE panel is happy to share their practice with this community.</p>	
	<p>Anna Meuli Anna joined Gifted Kids in 2007, having worked as a Gifted Education Adviser, Lecturer, Gifted and Talented Lead Teacher, and primary school educator. Her role as NZCGE’s Consultancy Manager has her managing and implementing services for the adults in the lives of gifted children. Outside of her work with NZCGE, Anna has contributed to Gifted Education in New Zealand through her role as a giftEDnz (The New Zealand Professional Association for Gifted Education) Board Member and the Te Toi Tupu Gifted and Talented Education Regional Coordinator and Facilitator for Central South.</p>	

Anna holds a Bachelor of Education and a Master of Education Degree endorsed in special education(hons). Anna has played a key role as co-editor and co-writer of the NZCGE Curriculum and programme implementation handbooks, and in the development of our entry selection process. She is particularly interested in creativity, depth, complexity and emotional development. She is acutely aware of the needs of gifted students and loves making a difference to their lives and education experiences.



Madelaine Armstrong Willcocks

Madelaine taught the full age-range from years 3-8 at Gifted Kids and continues to do so in NZCGE’s MindPlus and Gifted Online programmes. She is our Assistant Programme Manager and also a member of our Consultancy team. Previously, she taught in mainstream schools in Auckland and London for eight years, where she developed a special interest in students who sit “outside the norm”. She has also implemented Future Problem Solving, taught at Bubble Dome, worked for both Massey and Auckland Universities and has had her own consultancy firm providing tailored professional development in literacy teaching. She is passionate about gifted education, particularly the social and emotional aspect, and loves to “fuel intellectual excitement” in our students. A role model for continuous learning, Madelaine completed her second Masters degree, this time a Masters in Specialist Teaching (Gifted and Talented) in 2017. Madelaine describes her work with NZCGE as “exciting, rigorous and enabling ... the best job I’ve ever had!



Smruti Pavlov

Smruti joined NZCGE’s teaching staff mid-2016. Her journey in gifted education began over 13 years earlier when she taught her first primary school class in New Zealand, and a few years later she found herself parenting two gifted children! Prior to that, Smruti’s passion was foreign languages and translation. She has a degree in French and Russian and recently completed a Master’s degree in French on the translation of children’s literature. She delights in bringing her love of languages to her students and enjoys seeing how gifted children thrive on the challenge and mental stimulation that acquiring a second or third language brings. As well as teaching gifted students, Smruti’s sees another vital aspect of her role and mission as supporting and providing assistance to parents of gifted children, She feels great empathy for those who face the everyday challenges and emotions of parenting and advocating for a gifted child. Smruti has a strong interest in twice exceptionality and hopes to pursue postgraduate studies and research in this area.

In joining the team at NZCGE, Smruti feels that she has finally found her tribe and can't believe that she gets to work with such diverse, intelligent and passionate people who all share the same dream, and who teach and share what they know with an open heart.



Sarah Kirby

Prior to the establishment of NZCGE, Sarah was part of the Gifted Kids team. Before joining Gifted Kids, Sarah ran programmes for able students at both Evans Bay Intermediate and Hutt Intermediate. She is a qualified Future Problem Solving coach and national evaluator and is trained in Philosophy for Children. She has also worked with educators, teaching about the latest research in education, embedding thinking tools in classes and advising on many aspects of classroom practice, including provision for gifted kids, and she continues to work with teachers as part of our Consultancy. She sets extremely high expectations for herself and her students in her work, and provides a flexible and creative learning programme for her students. She loves her work at NZCGE. She says “understanding, supporting and encouraging these kids is the best job I could have.” Sarah completed her Masters in Specialist Teaching (Gifted and Talented) in 2017 and took over the role of Regional Lead Teacher for Wellington Units in January 2018.

2:40pm – 3:25pm	MoE Progress Achievement and Curriculum Tools (T)	Tara Taylor-Jorgensen
<p>Curriculum Progress and Achievement:</p> <p>New Zealand is committed to an education system in which all ākonga (students, learners) have the opportunities to learn; to be successful in life, learning, and work; and to contribute to society. It’s a vision that has a dual focus on equity and excellence. We believe that it requires us, as a nation, to create a system that learns. The curriculum Progress and Achievement Ministerial advisory group (CPA MAG) has developed recommendations about how to achieve a system that learns. A system that learns:</p> <ul style="list-style-type: none"> • Depends on Trust 		

- Has information needs
- Strengthens capabilities
- Leverages through collaborative networks
- Requires clarity

This presentation will discuss these recommendations and the corresponding work programmes taking place to work towards a system that learns. There will be a focus on assessment for learning.

This will include information on the Record of Learning and the Curriculum Progress Map

Tara is a principal advisor to the associate Deputy Secretary at the Ministry of Education. She has an interest in how we can show progress across the curriculum as well as interrogating current definitions of success. As well as working on Records of Learning and Curriculum Progress Maps, Tara has also worked in the gifted learners education space.

3:35pm – 4:20pm	Uncovering Gifted: A profile of an underperformer (T)	Carolyn Prince
<p>This presentation will consider the issue of underperformance for unidentified gifted students. General consideration of underperformance will be supported by insight into the specific experience of one Gifted student (Student L) in a low socio-economic school in Australia, who was officially identified with an IQ of 130 using the WICS V in December 2018 at age 14. Student L has spent his secondary school career in a streamed class for high performers in a school with no formal Gifted Program or identification procedures. Student L has maintained predominately Bs throughout his secondary schooling. His personal experience, along with that of some of his teachers, will be shared through a series of recorded interview vignettes and supported by data demonstrating his significant underperformance compared to ability.</p>		
<div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>Carolyn Prince Carolyn has been teaching high school English for over 10 years and a happy accident in 2015 saw her stumble onto a journey of Gifted Education. She now works in her school and region, a low socio-economic area in Queensland, to advance the programming opportunities for Gifted students. Carolyn has a Masters of Education in School Guidance and Counselling.</p> </div> </div>		

4:20pm – 5:05pm	Maintaining the holistic wellbeing of gifted children: What to assess, when and how?! (P)	Karen Keppel, Pam Jackson & Anna Keno
<p>Pam Jackson (Paediatrician), Anna Keno (Speech Language Therapist) and Karen Keppel (Occupational Therapist) provide collaborative services, co-opting other therapists as required. They offer screening for giftedness and twice exceptionality while assessing children for possible autism spectrum disorders, ADHD, sensory processing disorders, and social/communication difficulties among other diagnoses. By the end of this workshop, parents, teachers and clinicians will have a greater understanding of overexcitability and asynchronous development as it presents in children. Guidance about further assessment required to better define and support children’s needs, particularly in the classroom and family environments will be discussed. Anna and Karen will discuss helpful strategies to assist children to manage routines, learning tasks, and navigate friendships and group work. Case studies will be provided to facilitate discussion about the complexity of diagnosis within the twice exceptional population.</p>		
<p>Karen, Pam and Anna are founders and co-directors of Connect Paediatric Assessment Services. This service was developed to address concerns regarding the poorly coordinated support offered for many children and their families. The wider team includes physiotherapists, psychologists, dieticians and social workers. The team work closely together to screen children for giftedness and twice exceptionality.</p>		
<div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p>Karen Keppel Karen, occupational therapist and director of Leith Occupational Therapy, has comprehensive experience working alongside families and schools supporting gifted and twice exceptional children with complex needs. She has two twice exceptional children herself, so brings personal understanding of the complexity of supporting the varied needs of these little people.</p> </div> </div>		
<p>Dr. Pam Jackson</p>		



Pam, Paediatrician, is an extremely experienced paediatrician who takes a holistic, collaborative approach to assessment and diagnosis of children. Pam's specialties include assessment and diagnosis of autism and ADHD, allergies, developmental differences and neonatal care. Pam works closely with the team to ensure the needs of gifted and twice exceptional children are clearly identified, described and supported.



Anna Keno

Anna Keno, Speech Language Therapist, is founder and director of Giant Leaps Speech Company. Anna has over 20 years' experience working with young people to develop confidence, creativity and most importantly communication skills for life. Anna has a simple belief that communication is at the core of who we are as individuals. It is crucial to our ability to access learning and to function in our everyday lives. Anna is especially passionate about social communication skills and the importance of children mastering these skills to achieve successful peer relationships and a sense of belonging. Anna is a mother to four young children and understands the importance and emotion involved in wanting to see your children succeed.

Karen, Pam and Anna are founders and co-directors of Connect Paediatric Assessment Services. This service was developed to address concerns regarding the poorly coordinated support offered for many children and their families. The wider team includes physiotherapists, psychologists, dieticians and social workers. The team work closely together to screen children for giftedness and twice exceptionality.

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for Gifted Education
Empowering Extraordinary Minds

The New Zealand Association for Gifted Children
Gifted Children – Their Future – Our Challenge

Sunday 20 September 2020

10:00am – 11:00am	Keynote Speech A Gifted Life	Maggie Brown
<p>Gifted kids grow up. While that may seem obvious, there is a surprising lack of information about giftedness in adult contexts. How does something so important become suddenly irrelevant? What are the implications? What do we need to understand and why? Let's together look beyond education, schools and even childhood to consider what adulthood might have in store for those who are gifted. Let's begin crafting a gifted life that works.</p>		
	<p>Maggie Brown</p> <p>Maggie Brown is a psychotherapist, counsellor and psychology researcher with a special interest in gifted adults. She was worked for over 30 years with neuroatypical youth and adults, and with entire families. A gifted woman herself, she has raised a gifted son in New Zealand. She knows what it's like to be a parent and a gifted adult – experiences that often go hand in hand. Maggie's passion is to depathologize the gifted experience. Complexity, intensity and insatiable curiosity are all too often seen as problems in adult contexts. Misdiagnosis is a very real risk. Maggie works internationally and here in New Zealand to change that. Her PhD research at the University of Auckland specifically addresses the need to improve knowledge about the lived experiences of gifted adults around the world.</p> <p>https://maggiebrown.co/ https://www.delphistudy.auckland.ac.nz/ https://focusgroupsgifted.blogs.auckland.ac.nz/</p>	

11:00am – 11:45am	A future in STEM – Kiwibots (T)	Janet Van
	<p>Janet Van, a Mechatronics Engineer and the National Manager of Kiwibots, takes a look at where we've come in the world of STEM education and what options are open to us going forward.</p>	

12:25pm – 1:10pm	How, why and resources for home-schooling (P)	Jay Hart
<p>Whether you are:</p> <ul style="list-style-type: none"> • just curious to know more about what home-schooling really means today, • wondering whether home-schooling is right for your family, • wanting help to get started on your own home-schooling journey, • a seasoned home-schooler looking for more information around available resources and activities, • or just wanting to find and connect with other families home-schooling gifted children, <p>this presentation is an opportunity to connect around all things home-school in a kind and encouraging space. The goal is to demystify home-school and provide resources, guidance and encouragement to meet you wherever you may be on your home-school journey; from curious to veteran.</p> <p>Because there are both, great rewards as well as great challenges to home-schooling. And the journey as a home-schooling parent of gifted children can be quite different.</p>		
	<p>Jay Hart</p> <p>Previously a corporate international lawyer and researcher for first the British and then NZ Parliament, Jay decided to home-school her now 8yr old son and 6yr old daughter four years ago, when she realised that even the most prestigious schools in her Region would be unable to meet her children's learning needs.</p> <p>Jay continues to be an avid researcher and communicator, but the focus is now home-school and giftedness; team development and tech.</p>	

1:10pm – 1:55pm	Supporting gifted children and youth in a holistic way: Taking mental and emotional wellbeing into account (P)	Dr. Mel Wong
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This presentation is drawn from the findings of my doctoral research, as well as my personal and professional experiences exploring the mental and emotional needs of gifted children and youth. Currently, there is no universal or systematic process to address the mental and emotional needs of gifted people. Furthermore, there is limited acceptance that gifted people are often sensitive and intense individuals, and so they are frequently misunderstood (Daniels, & Piechowski, 200; Prober, 2016). Gifted individuals can be stimulated by what is happening around them, and they process and perceive things differently. Gifted children and youth, with their intense natures, sometimes behave in ways that are not generally accepted at school and in social groups. This presentation argues that giftedness has to be considered during the diagnostic process so that gifted children and youth can receive appropriate intervention and therapies. This presentation also aims to raise awareness of the need to support the mental health and well-being of gifted children and youth.



Dr. Mel Wong

Mel is the Academic Lead – Curriculum and Research in the School of Social Work and Sport at Manukau Institute of Technology. She is also a counsellor at Indigo Assessment & Counselling. Mel is currently the membership secretary of NZAGC. Her research focuses on using a holistic way to view giftedness.

2:05pm – 2:50pm	1 Step Ahead: Facilitating Gifted Parenting Groups in a NZ Context (P) <i>This presentation will not be recorded</i>	Susan Scharpf
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In 2017, the Otago Association for Gifted Children created “1 Step Ahead,” a guided discussion group for parents and caregivers of gifted children. Based on families’ enthusiastic feedback, “1 Step Ahead” is now held annually, meeting once each week during Term Three. The format and content are modelled on SENG’s well-known Model Parent Groups and adapted to meet local needs. In this presentation, Susan Scharpf will share the group’s benefits for gifted families and provide recommendations for establishing similar discussion groups in other parts of New Zealand.



Susan Scharpf

Susan has held leadership roles in a range of Otago gifted organizations, including the Otago Association for Gifted Children, Pākiki Kids, and the Dunedin Gifted Kids Charitable Trust. She has provided support to many gifted families and educators and has given presentations on varied gifted education topics. She is the parent of two highly gifted teens.

2:50pm – 3:35pm	Acceleration (T)	Dr. Janna Wardman
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Abstract to come

Janna Wardman

Janna Wardman is a lecturer at the University of Auckland. Prior to gaining a M.Ed at the University of Melbourne in 2000 and a PhD at the University of Auckland in 2010 (under the supervision of Professor John Hattie), Janna was an experienced secondary practitioner and administrator. She currently teaches on post-graduate Initial Teacher Education courses, masters courses on gifted education, in addition to co-supervising masters and doctoral candidates. "I am a teacher, a researcher, a parent and a grandparent. My interest in teaching and learning is professional and personal - and above all, practical. My aim is to use my experience to make the knowledge of the research accessible to all: to bridge the gap between 'the ivory tower' and 'the chalk face'. The lack of implementation of full-year acceleration is just one area in gifted education where the evidence of good research is not underpinning current practices in schools.

3:45pm – 4:15	Connecting the Dots between Belonging and Wellbeing (T)	Tracy Riley
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A sense of belonging for gifted individuals develops through connections with like-minded peers, according to New Zealand and international research. Being connected to others – socially, emotionally, creatively, culturally and intellectually – plays an important role across one’s lifespan. Belonging may act as a protective factor that strengthens resilience and willingness to seek social support. In this session, we will examine the findings and implications of New Zealand-based research on belonging and its relationship to wellbeing in gifted people.



Tracy Riley

Tracy is a Professor of Education and the Dean, Research at Massey University. She is a strong advocate for gifted learners, currently serving as Secretary for the World Council for Gifted and Talented Children, a Board Member of giftEDnz: The Professional Association of Gifted Education and the Ministry of Education’s Advisory Group.

4:15pm – 5:15pm	Keynote Speech The Impact of Failure on Gifted People	Michael Hempseed
<p>Many people who are gifted are incredibly harsh on themselves if they fail. Learning how to manage and overcome failure is an essential quality for success in life. In this inspiring and challenging talk Michael will examine how resilience in young people has been declining at an alarming rate over the last three decades. In the past small failures that would be considered part of life such as getting a “B” or failing a driving test, are today a catastrophic disaster for many young people.</p> <p>Michael will explore the reasons behind the changing attitudes towards failure and give the audience clear and practical strategies to change the way society treats failure.</p>		
<div style="display: flex;">  <div> <p>Michael Hempseed is the author of <i>Being A True Hero: Understanding and Preventing Suicide in Your Community</i>. The book is being used by the New Zealand Police, Army Medics, Fire and Emergency NZ, GPs, Counsellors as well as many parents and teachers. Michael gained an honours degree in Psychology from the University of Canterbury in 2008. In 2016 he spoke at TEDx on overcoming failure.</p> </div> </div>		