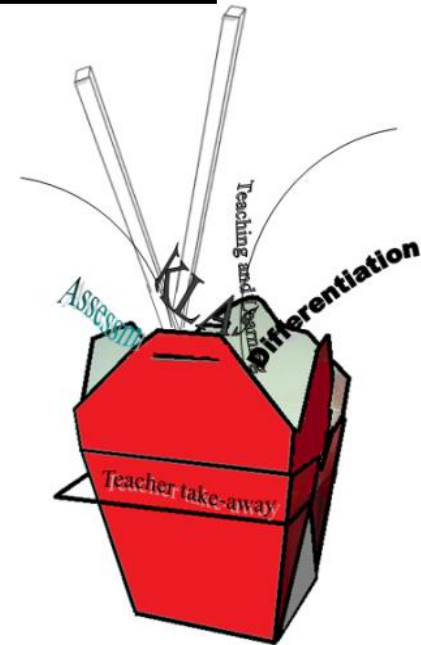


2010



Conference: Teacher take-away



Gifted and Talented Secondary Teachers Association
29 October 2010
Ascham School
Edgecliff

Conference Convenor

Dr Kay O'Leary

Organising Committee

Jennifer Edwards / Stephanie Figg/ Anne McCallum / Kay O'Leary / Jan Robinson

GATSTA Executive Committee

President: Dr Kay O'Leary

Vice President: Anne McCallum

Treasurer: Anne Gripton

Secretary: Stephanie Figg

Executive Member: Rosemary Hammerton

Executive Member: Robyn Roffey



Table of Contents

Table of Contents	2
Welcome:.....	3
Conference Venue:	4
Conference displays and exhibitors:.....	5
Program Outline	6
Keynote Address:	7
Abstracts:.....	8
Adam and Alice in Wonderland: Encouraging Curiosity, Wonder and Wise Thinking	8
Is Maths for Real?	8
Yr 9 Tutor Task Program	9
Philosophy in the Science classroom	9
Planning and Implementing Differentiated Assessment in a School System.....	10
Philosophy at SACS: Take-away from our Stage 4 Menu	10
Using Rubrics for Formative Assessment	11
Independent Research Projects for Gifted Students	11
A Comprehensive School’s Approach to Gifted Education	12
Social Connections and Self-interest in Motivating Senior Boys	12
Developing Differentiated Assessment for Gifted Learners	13
Perfectionism... and why pencils have erasers	13
A Social Justice Model of Service Learning	14
Engaging Gifted Middle School Scientists Through Real World Problem Solving.....	14
The Twice Exceptional Student: Tips and Trajectories	15
Final Address:.....	16
Q & A with Craig Reucassel	16



Welcome:

The Gifted and Talented Secondary Teachers Association (GATSTA) warmly welcomes you to their inaugural conference in 2010.

Amongst its constitutional aims GATSTA seeks to:

Tap into the wealth of knowledge amongst members

and...

Share ideas, resources and programs

In our inaugural conference *'Teacher-take-away'* we hope to provide members and guests with the opportunity to share in and benefit from information and resources presented by some of the top practitioners in the field of gifted education. The GATSTA Conference Committee have endeavoured to bring together those who are currently practicing in the field and who are offering these programs and provisions to the students they teach every day. Many of the presenters listed here are GATSTA members themselves.

The focus of this conference is on practical applications based on relevant research in learning, assessment and reporting and key areas of the teaching and learning process for gifted learners. The emphasis as indicated by the logo is practical ideas that delegates can *'take-away'* from the conference and implement in their own way, in their own schools, with their own students.

The GATSTA Conference Committee and the GATSTA Executive join in welcoming you to what we hope is the first of many such events and would like to thank you for joining with us in this experience and encourage your ongoing support of our association.

Warmest regards
The GATSTA Conference Committee

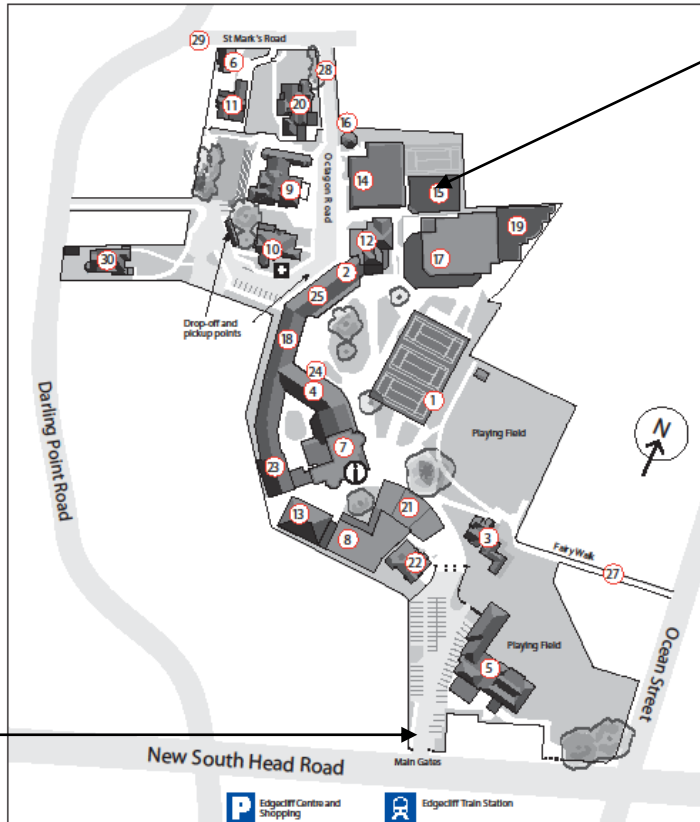


Conference Venue:

Ascham School



Multi-Purpose Building



Enter here

- | | | |
|--|---|--------------------------|
| 1 Art School/Language | 11 Kindergarten | 21 T.M. Scott Building |
| 2 Dining Wing | 12 Macintosh House | 22 Walls House |
| 3 Dower House | 13 Margaret Bailey | 23 Whitehead Building |
| 4 Fergusson Building | 14 Merrille Roberts - Gymnasium and Swimming Pool | 24 Marie Daley Room |
| 5 Fiona | 15 Multi Purpose Building (MPB) | 25 John Komaromi Wing |
| 6 Garage | 16 Octagon | 27 Fairy Walk |
| 7 Glenrock (Administration Boarding House) | 17 Packer Theatre | 28 Octagon Road |
| 8 Halse Rogers | 18 Patricia Johnston Wing | 29 St Mark's Road |
| 9 Hillingdon | 19 Peter Adams Building | 30 43 Darling Point Road |
| 10 Holmwood (Hospital Boarding House) | 20 Raine House | |

Ascham School 188 New South Head Road, Edgecliff

The conference will take place in **number 15 The Multi-Purpose Building**. Please come to the Multi Purpose Building for registration.

There is **NO parking** in the school.

There is VERY limited parking in the streets in Darling Point. Parking on the main roads is limited to 2 hours and is ferociously policed. Parking is also available in the Edgecliff Centre, but it is approximately \$30 for the day. Travel to Ascham is best by public transport. There is a bus stop outside the school gates and Edgecliff Station directly across the road.

Buses 323, 324, 325, 326, leave Circular Quay and travel along Elizabeth Street and then turn into William Street, stopping outside the school. Trains depart from Central for Edgecliff, platform 24.

[Table of Contents](#)



Conference displays and exhibitors:

A special book signing opportunity

Professor Miraca Gross



Conference delegates will have the unique opportunity to speak to Professor Miraca Gross about her new book

"Miraca Gross in her Own Write: A Lifetime in Gifted Education"

(available for purchase at the Conference)

Twenty articles and book chapters which have been published over the last 20 years each with a specially written introduction.

...which Professor Gross will personally sign.



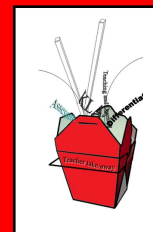
[Table of Contents](#)





“Teacher take-away”

The Inaugural Gifted and Talented Secondary Teachers Association Conference Program Outline



REGISTRATION: 9.00AM

WELCOME: 9:30am Dr Kay O’Leary President of GATSTA and Mrs Louise Robert-Smith Principal of Ascham School

KEYNOTE ADDRESS: 9.35 – 10.15am Bronwyn McLeod - Strategic Assessment: The Key to Unlocking Potential in Gifted Students and Preventing Underachievement

Session 1 10.20 – 11.05	Adam & Alice in Wonderland: Encouraging Curiosity, Wonder and Wise Thinking Ros Arnold	Is Maths for Real? Janet Hunter	Yr 9 Tutor Task Program Kria Coleman	Philosophy in the Science Classroom Sally Parker	Planning & Implementing Differentiated Assessment in a a School System Leonie Burfield & Lye Chan Long
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MORNING TEA: 11.05 – 11.30

Session 2 11.30 – 12.15	Adam & Alice in Wonderland: Encouraging Curiosity, Wonder and Wise Thinking Ros Arnold	Is Maths for Real? Janet Hunter	Philosophy at SACS: Take- away from our Stage 4 Menu Shannon Balderstone	Using Rubrics for Formative Assessment Anne McCallum	Planning & Implementing Differentiated Assessment in a School System Leonie Burfield & Lye Chan Long
Session 3 12.20 – 1.05	Independent Research Projects for Gifted Students Kay O’Leary	A Comprehensive School’s Approach to Gifted Education Jennifer Edwards & Monica O’Brien	Philosophy at SACS: Take- away from our Stage 4 Menu Shannon Balderstone	Social Connections and Self- interest in Motivating Senior Boys Nick Green	Developing Differentiated Assessment for Gifted Learners Robyn Roffey

LUNCH: 1.05 – 1.45

Session 4 1.45 – 2.30	Perfectionism...and why pencils have erasers Jan Robinson	A Social Justice Model of Service Learning Rosemary Hammerton	Engaging Gifted Middle School Scientists Through Real World Problem Solving Lee McFarlane	Social Connections and Self- interest in Motivating Senior Boys Nick Green	The Twice Exceptional Student: Tips and Trajectories Rhonda Filmer
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FINAL ADDRESS: 2.40 – 3.00pm Q & A with Craig Reucassel

CONCLUSION & EVALUATION: 3.00 – 3.30pm

[Table of Contents](#)



Keynote Address:

Strategic Assessment: The Key to Unlocking Potential in Gifted Students and Preventing Underachievement



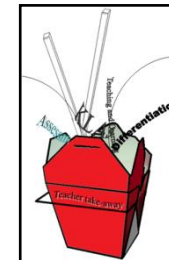
Bronwyn MacLeod

Gateways Education

Research over the last century has repeatedly highlighted the issues facing gifted students in mixed ability and grade appropriate classrooms. From the work of Leta Hollingworth, Julian Stanley and Miraca Gross here in Australia, repetition and boredom have been consistent accusations of syllabus documents and the text books that invariably arise from them. These students who vary in the level to which they possess their innate abilities often find themselves marking time, multitasking, or simply tuning out of the day to day classes they face and in turn, become the 'ceiling' of that same classroom. Assessment, used strategically, can open the way for secondary teachers cater for these students more appropriately and thus open the doors for higher achievement for all. High stakes testing however, has repeatedly proven the opposite affect for gifted students and so strategies to address this issue must also underpin the programs being offered to gifted students in our secondary schools. Following on from this, the underachievement of gifted students is a complex and often perplexing issue that can be addressed and prevented with the implementation of a number of strategies, including that of assessment.

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Bronwyn MacLeod is the Director of Gateways Education and she works as an educational consultant throughout Australia and internationally, specialising in the fields of curriculum differentiation, gifted education and online learning. She is a published author and co-author of five educational texts and is the author of the Core, Extension and Specialisation modules the DEST Gifted and Talented Education Professional development Package for Teachers. Bronwyn's doctoral thesis investigates the impact of personality and motivation on success levels of gifted students in online environments. She has been a classroom teacher in both primary and secondary schools for twenty years and has taught undergraduate and post graduate students at the University of New South Wales. She is currently academic in residence at several schools in NSW, Queensland and New Zealand, spending time with teachers conducting action research and developing differentiated curriculum and programs to meet the needs of all learners, particularly the gifted, in mixed ability and self-contained gifted classroom situations. Bronwyn is the coordinator of Online COGE (Certificate of Gifted Education) for the University of New South Wales and a lecturer in the face to face version of the same course. She has presented as keynote and invited lecturer at National and International Conferences on curriculum differentiation, eLearning and gifted learners.



[Table of Contents](#)



Abstracts:

Abstracts are listed in order of presentation

Adam and Alice in Wonderland: Encouraging Curiosity, Wonder and Wise Thinking



Professor Roslyn Arnold

University of Sydney and Roslyn Arnold Consulting Pty. Ltd.

Recent advances in brain research and theories of mind offer educators encouraging insights into the enabling function of particular kinds of relationship with students. Such relationships thrive when teachers are empathically attuned to their students' needs both cognitively and emotionally, know how to provide models of good thinking and learning practices and understand when to affirm and when to 'stretch' students.

Reference will be made in the presentation to relevant research on enabling relationships, deep engagement, mirror neurons and imitation, dynamics between thinking and feeling and 'wonderful' thinking. Practical examples will be offered and participants will be invited to engage with the presenter in thinking about ways to develop curiosity, wonder and wise thinking.

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Is Maths for Real?



Janet Hunter

Ascham School

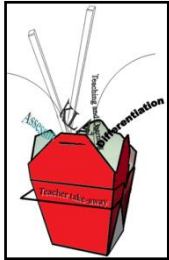
Most students in my experience do not have a disinterested view of Mathematics when pressed. They either love it or they hate it. Why does Mathematics, perhaps more than any other subject, inspire such an extreme reaction in many students, a reaction that can last into adulthood? Research has suggested that some suffer from 'maths anxiety', some have had bad experiences, some just 'can't do maths' and some think 'maths is just pointless'. In this paper, these issues will be addressed and examples of Mathematics that occur in everyday mundane activities will be exposed.

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[Table of Contents](#)



Yr 9 Tutor Task Program



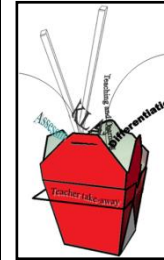
Kria Coleman

Redlands

Tutor Task is an independent research project undertaken by students in Year 9 at SCECGS Redlands. The emphasis of this program is to develop research and report writing skills through the investigation of a topic independently selected by each student. It affords students the opportunity to develop some of the key skills needed for their senior studies while working on a topic that they feel a strong connection to. The Tutor Task project is undertaken by the whole year group during terms 1 & 2 with students clustered in small groups and supported by a mentor to guide them through the process. Student often then seek topic specific mentoring to develop skills associated with creating a final product as a result of their initial research. Tutor Task culminates with a week-long display of the works of all students for parents, family and friends to view along with the rest of our school. It is a significant milestone of their Year 9 studies.

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Philosophy in the Science classroom



Sally Parker

Moriah

Philosophy in general is a process of inquiry into the various dimensions that constitute human knowledge both in the methods of questioning as well as in the fundamental questions themselves, which underpin human intellectual progress.

The reason studies of philosophy are so valuable in our current data intensive age, is that it provides an appropriate toolkit for students to deal with an increasing deluge of information and convert it into meaningful knowledge.

There are many issues in Science that demand our attention and require deeper thinking in order to achieve greater understanding and more positive outcomes.

A smorgasbord of Science lesson activities and ideas will be presented that can be used in the classroom to enrich student thinking around issues and process in Science.

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[Table of Contents](#)



Planning and Implementing Differentiated Assessment in a School System



Lye Chan Long and
Gateways Education



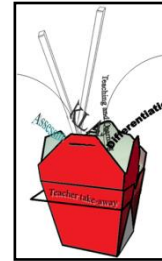
Leonie Burfield
St. Bernard's Botany (CEO)

This project was a response to the need for a set of guidelines for the implementation of differentiated assessment in the Sydney Diocese of Catholic systemic schools. This System has been working on implementing curriculum differentiation across primary and secondary schools for the past 3 years, and widespread application of accelerated content and skill development for gifted students in the regular classroom through curriculum differentiation. The project involved the creation of guidelines and exemplar assessments which were trialed in primary and secondary schools and a collection of a range of student work samples to model for teachers, the process of assessing students work at different levels. Participants included 6 classroom teachers, 2 system advisors, 2 external consultants and 8 schools. The guidelines were developed on best practice research in acceleration, grouping and curriculum development for gifted students. We will present the process of creating and implementing a significant policy into a large system of schools in order to validate the importance of assessing accelerated learning within the regular school context. It is recognition of the need for appropriate assessment of the rate of learning and progress of gifted learners.

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Philosophy at SACS: Take-away from our Stage 4 Menu



Shannon Balderson
St Andrews Cathedral School

Three years ago, St Andrew's Cathedral School implemented a Stage 4, Board-approved philosophy course. This presentation draws on 'prepared' lessons from that course. A brief overview of the content and the educational aims of the course will be provided so that lessons have a context. Nonetheless, the bulk of the session will be comprised of a small series of mini-lessons. Each mini-lesson will be placed in the context of the course, and the collection aims to provide an accessible sampler of ideas. The hope for this talk – in line with the conference theme – is for these morsels to be tested, taken away and modified to suit a wide range of palates.

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[Table of Contents](#)



Using Rubrics for Formative Assessment



Anne McCallum

Ascham School

Rubrics are commonly used as part of formal assessment of learning procedures, but rubrics can be used to focus on helping students understand where they are, and how they can improve the quality of their work. Taking a constructivist approach, rubrics, can be used to develop meta-cognitive skills and improve intrinsic motivation. Rubrics can provide an excellent method of differentiated teaching for gifted and talented students. Spending time with a class to prepare a rubric co-operatively helps students understand what a task requires and analyzing work samples helps students understand what a good piece of work looks like. Peer marking, using a rubric, helps students reach the stage where they can evaluate their own work. Once a piece of work is marked, students should re-read their assignment in the light of the marked rubric and then discuss their work with their teacher. Here, the teacher is able to discuss the student's work and how it might be improved. The rubric should have clear and descriptive criteria to make this process useful. The session will look at constructing and using rubrics for a variety of tasks.

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Independent Research Projects for Gifted Students



Dr Kay O'Leary

Stella Maris College and University of NSW

Independent Research Projects are amongst the many recommended modifications found in the research literature on catering for the needs of gifted and/or talented students. Rogers (2002) defines the Individual Project as one where 'students' research teacher-chosen or self-chosen topic(s) on their own, developing either a traditional or non-traditional product to demonstrate learning acquired'. Whether gifted students produce these projects on their own or in cooperation with others of similar ability – it is the objectives and outcomes which differ significantly from those we use as educators in asking most students to produce a school project. Gifted students need scaffolded materials and instruction with this type of research work which will allow them increasingly to become independent learners. This workshop will examine a differentiated program designed specifically for gifted students and participants will 'take-away' the steps used in this well-tried and established process. Laptops with Word 2007 are recommended (but not essential) for this workshop.

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[Table of Contents](#)



A Comprehensive School's Approach to Gifted Education



Jennifer Edwards and



Monica O'Brien

Mount St Joseph, Milperra

Gifted and Talented Education within Australia is evolving to cater for the diverse needs of students in classrooms. This presentation will provide an overview to the Gifted and Talented Program at Mount St Joseph Milperra (MSJ), located in south-west Sydney. MSJ is an independent comprehensive 7-12 girls' school that offers mixed-ability, streamed classes, challenge classes and a withdrawal program. The presentation will outline the identification and selection process and then focus on the practical implementation of catering for gifted and talented students within both mixed ability classes and the selected 'challenge' classes. Workshop participants will be shown examples of differentiated units, assessment tasks and individual lessons from English, PDH/PE, Commerce, Science, TAS, Geography and History.

Jennifer Edwards has been an educator for 24 years. Her KLA is Science and prior to teaching was a research scientist in the petro-chemical and protein-isolate area. Monica O'Brien has been an educator for 16 years. Her KLA is HSIE and she is also the co-author of a book which caters for mixed ability layering in the classroom.

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Social Connections and Self-interest in Motivating Senior Boys



Nick Green

The King's School

The work in this presentation originated from a negative discussion with senior students following a "Study Skills" presentation by a visiting consultant. The students complained that the work presented was not relevant, out of date and did not account for some specific local matters amongst other points. As might be expected, it was suggested that the students may be able to arrange a more worthwhile seminar of their own. Since 2005 some Year 12 students have continued to add their voice in trying to improve the results of their peers. This now includes students working with each other within school and recent school leavers returning as tutors. The educational and social benefits are many. This paper will outline the processes to date, considered within mentoring as a broader concept.

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[Table of Contents](#)



Developing Differentiated Assessment for Gifted Learners



Robyn Roffey

St Vincent's College

If the format of assessment we use does not allow our gifted students to show us what they know and what they are capable of, what should we do? We should change the format. But how do we assess students who are working above stage outcomes in their current year group and still meet the government requirements in relation to A-E reporting? This workshop will present a variety of ideas, practical strategies and take-home examples, with a focus on assessment in Years 7-10, to assist you to develop a differentiated curriculum relevant for gifted learners.

The key to a differentiated classroom is where all students are regularly offered choices so that students are matched with tasks compatible with their individual learner profiles. Students should be offered different approaches to content, process and product. This workshop will offer a brief discussion on the purposes of assessment (diagnostic, formative and summative) and highlight the importance of strengthening the connection between programming, assessment and reporting. The primary focus will be on presenting a range of formats you can use in developing differentiated assessments to combat the 'ceiling effect' and to assist students to maintain motivation and develop a life-long love of learning.

Robyn Roffey is the Head of Learning Enrichment at St Vincent's College. She has completed the *Certificate of Gifted Education* as well as a *Masters degree in Gifted Education* at the University of NSW. Robyn has worked in a number of NSW state and independent school for the past 30 years in a variety of teaching and educational leadership roles. She has a passion for creating learning environments which are relevant and engaging in order that all students may develop a life-long love of learning.

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Perfectionism... and why pencils have erasers



Jan Robinson

Tangara School for Girls

This paper attempts to provide an answer to three commonly asked questions:

1. What do we mean by the term 'perfectionism'?
2. What does a perfectionist look like?
3. What can we do to correct / mitigate against perfectionism?

It begins by presenting an overview of the forms perfectionism may take, and how it is defined within the available research. Three major contributing factors to perfectionism are discussed and the paper draws together the findings of research in regards to common beliefs and behaviours of both healthy and unhealthy perfectionists to present a response to the oft-asked question "What does a perfectionist look like?". The steps parents and teachers can take to remediate or prevent unhealthy perfectionism are then discussed, providing them with many practical strategies and understandings to implement. The potential hazards of unchecked perfectionism are also presented, and emphasis is given to the importance of parents, teachers and students approaching this limiting and sometimes destructive approach to life as a team – with students aware that they have a support system of home and school working with them to help them develop a more positive approach to life and learning.

Jan has experience teaching in the UK and Australia over a period of 22 years. Currently Curriculum & GAT Coordinator K-10 for an Independent girls' school in Sydney, she holds a COGE Certificate and Masters in Gifted Education

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[Table of Contents](#)



A Social Justice Model of Service Learning



Rosemary Hammerton

Redlands and Teacher Training Australia

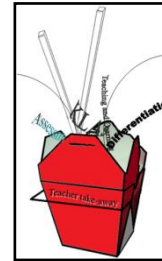
Service-Learning has become increasingly valued in high school curricula because it clearly goes beyond volunteerism and is integrated into a substantial program of student learning. In practice, however, many service-learning programs still conceptualise service as isolated acts of charity, which can perpetuate, rather than challenge, social norms about ‘advantage’ and ‘disadvantage’. As such, these programs can emphasise short-term benefits at the expense of helping students understand and address the root causes of injustice. A social justice oriented service-learning program utilises the pedagogies of social critique, analysis and reflection, to focus on the transformation of unjust systems and the building of a better world and more just society.

This workshop will present the core elements of a service-learning program designed within a social justice framework. It will showcase one such program, designed as an elective for academically gifted Stage 4 students. The program has three components:

- a) immersion/exposure to a broad smorgasbord of local and global justice issues - utilizing global agreements, literature, film, statistics and simulation games,
- b) a rigorous, self-structured independent research study, and
- c) a culminating “Justice Expo” which construes service as social activism and advocacy.

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Engaging Gifted Middle School Scientists Through Real World Problem Solving



Lee McFarlane

Moriah

Providing real world problem solving contexts for gifted Scientists is of paramount importance in order to engage them but also to empower them to start changing the world around them! This workshop will look at three programs currently in place in a Year 8 Science enrichment class and more importantly the take-away practicalities – who is involved, how to get them started, what resources are needed and how they are enriching the learning of our gifted Science students. The three programs are

1. Project iScience –a long term project that brings together gifted Scientists from different schools, under the guidance of University mentors, to create a product which solves a real world challenge.
2. Future Problem Solving – an external, competitive program developed specifically to foster creative and futuristic thinking.
3. STELR (Science and Technology Education Leveraging Relevance) – a program aimed at improving participation in Science and Engineering by taking students through a process of guided inquiry into renewable energy resources.

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[Table of Contents](#)



The Twice Exceptional Student: Tips and Trajectories



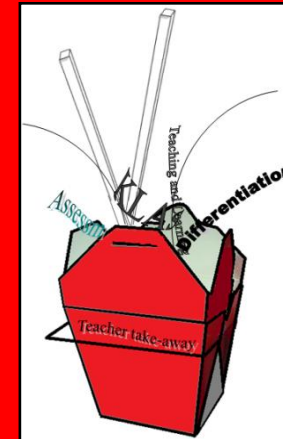
Rhonda Filmer

Twice Exceptional Educational Consultancy

What can you do with a gifted, knowledgeable and articulate student whose written work looks like ‘chicken scratchings’, is too brief and fails to demonstrate even a small part of his understanding of a topic? Furthermore, one day he can follow instructions and complete assigned work while on another day he can barely put the date on the top of the page...Is he lazy or is there a ‘can’t’ component lurking amongst the visible ‘won’t’s’? How are we to comprehend erratic, asynchronous performance in school contexts where evidence-based assessment is mandated?

This workshop will examine how disabilities can be identified, remediated and accommodated in secondary school so the gifted child can learn at the optimal pace, with appropriate processes and enriched learning environments. A process for setting individual goals for 2e students will be presented along with suggestions on the use of assistive technologies and appropriately modified outcomes that reflect a long-term view of talent development.

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[Table of Contents](#)



Final Address:

Q & A with Craig Reucassel

To finish our Conference we will be joined by Craig Reucassel who will hold a question and answer session about his own experiences at school and what he found interesting and challenging.



Craig Reucassel

Conference delegates are asked to consider questions throughout the day that you would like to ask Craig about his own experiences at school.

...

Craig Reucassel is a television and radio comedian. He is best known for being a member of satirical team The Chaser on the ABC. Craig attended Bowral High School in the Southern Highlands of New South Wales becoming the only Chaser member to be public school educated. While there in 1993 he represented the school at *The Sydney Morning Herald* Plain English Speaking competition. At the time he was noted for using game theory in his selection of HSC subjects, choosing to major in the humanities. He graduated from Bowral High School with a UAI of 99.90.

Craig attended the University of Sydney, graduating with Arts and Law degrees. With a strong dedication to extracurricular activities on campus, he ran the Arts revue, the rowing club, and debated at several World Championships including ranking 30th in the World at Manila in 1999, and ranking 167th in Glasgow in 2001. In 2000 he competed in the Philip C. Jessup Cup international law moot competition, his team winning the Australian rounds. He graduated from the Sydney Law School, along with Chaser colleagues Julian Morrow, Dominic Knight and Chas Licciardello.

[Table of Contents](#)

