



# NZ Association for GIFTED CHILDREN

giftedchildren.org.nz

## Gifted Wellbeing

MARCH 21 & 22 2020  
NZAGC CONFERENCE  
CHRISTCHURCH

### Adult Programme

*(Programme may be subject to change)*

### Rangi Ruru Girls' School

59 Hewitts Road, Merivale, Christchurch 8014

Ctrl+click on the topic or speaker immediately below to take you to the details for that session or speaker.  
(P) denotes a parent focus and (T) denotes a teacher focus.

Saturday 22 March 2020		
9:00-10:30am	Registration	Gibson Centre
10:30-11:30am	Session 1	Gibson Centre
Keynote Speech: Rising Above the Pressure: Thriving through resilience – Vanessa White		
11:30-12:00pm	Morning tea	Gibson Centre
12:00-1:00pm	Session 2	
Crimson Education	<a href="#">(P) How Crimson Education can help your child</a>	Merivale Lane Theatre
Carolyn Prince	<a href="#">(T) Uncovering Gifted: A profile of an underperformer</a>	Classroom 1
Cathie Johnson & Julie Roberts	<a href="#">(T) Using tools from NZCER for gifted learners</a>	Classroom 2
1:00-2:00pm	Lunch	Gibson Centre
2:00-3:00pm	Session 3	
Panel Discussion: New Zealand Centre for Gifted Education (NZCGE)		
3:05-4:05pm	Session 4	
Tara Taylor-Jorgensen	<a href="#">(T) MOE Progress Achievement and Curriculum Tools</a>	Merivale Lane Theatre
Brooke Trenwith	<a href="#">(P) Managing Gifted Intensities</a>	Classroom 1
Karen Keppel, Pam Jackson & Anna Keno	<a href="#">(P) Maintaining the holistic wellbeing of gifted children: What to assess, when and how?!</a>	Classroom 2
4:05-5:00pm	<a href="#">NZAGC AGM</a>	Merivale Lane Theatre
6:30-9:30pm	Conference Dinner – Rangī Ruru Girls' School	TBC

Sunday 22 March 2020		
8:30-9:30am	Session 5	
Brooke Trenwith	<a href="#">(P) 35 Tips for Gifted Kids and those who raise them</a>	Merivale Lane Theatre
Elizabeth Wilson	<a href="#">(T) I don't want your job, I just want to work alongside you</a>	Classroom 1
Dr. Gerard Gaskin	<a href="#">(T) Virtues Education: Beyond the Therapeutic Response</a>	Classroom 2
9:35-10:35	Session 6	Merivale Lane Theatre
Keynote Speech: A Gifted Life – Maggie Brown		
10:35-11:00am	Morning tea	Gibson Centre
11:00-12:00pm	Session 7	
Jay Hart	<a href="#">(P) How, why and resources for home-schooling</a>	Classroom 1
Dr. Mel Wong	<a href="#">(P) Supporting gifted children and youth in a holistic way: Taking mental and emotional wellbeing into account</a>	Classroom 2
Janet Van	<a href="#">(T) A future in STEM – Kiwibots</a>	Merivale Lane Theatre
12:05-1:05pm	Session 8	
Cherie Stayner & Susan Scharpf	<a href="#">(P) 1 Step Ahead: Facilitating Gifted Parenting Groups in a NZ Context</a>	Merivale Lane Theatre

Lynne Dunne	<a href="#">(T) Meeting the Well-being Needs in a School Environment</a>	Classroom 2
<b>1:05-2:05pm</b>	<b><a href="#">giftEDnz AGM</a></b>	<b>Merivale Lane Theatre</b>
<b>1:05-2:05pm</b>	<i>Lunch</i>	Gibson Centre
<b>2:05-3:05pm</b>	<b>Session 9</b>	
Jo Deane & Andrea Delaune	<a href="#">(P) Well-being in transitions for gifted children in the early years</a>	Merivale Lane Theatre
Dr. Janna Wardman	<a href="#">(T) Acceleration</a>	Classroom 1
Tracy Riley	<a href="#">(T) Connecting the Dots between Belonging and Wellbeing</a>	Classroom 2
<b>3:10-4:10pm</b>	<b>Session 10</b>	Gibson Centre
<b>Keynote Speech: Growing Up Gifted – Tristan Pang</b>		
<b>4:10-4:20pm</b>	<b>Conference Close</b>	Gibson Centre

***NZCGE advertisement***

# Full Programme

Including Details and Biographies of Speakers

## Saturday 21 March 2020

Saturday 21 <sup>st</sup> March 2020		
9:00-10:30am	Registration	Gibson Centre

10:30-11:30am	Session 1	Gibson Centre
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### Keynote Speech: Rising Above the Pressure: Thriving through resilience – Vanessa White

Resilience and adversity; both are necessary to thrive, but getting the balance right for each individual can be tricky. Specialist educator and mum of two gifted kids, Vanessa White, will take us on a journey to explore the impacts of stress as it relates to gifted children and families, introducing an array of tools to help mitigate harm and promote healing and resilience, in order to help our kids to stay afloat when they need it most; at home, in the classroom, or even in the dentist chair.



#### 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.

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.

11:30-12:00pm	Morning tea	Gibson Centre
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12:00-1:00pm	Session 2	
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Crimson Education	(P) How Crimson Education can help your child	Merivale Lane Theatre
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Abstract to come



Crimson Education was founded to supercharge students' ability to get accepted into the world's most competitive universities. Since 2013, we have helped students around the world to secure 193 Ivy League offers, 57 Oxbridge offers and over USD\$67M in scholarships and financial aid.

Crimson now operates in more than 24 cities and embodies the ethical and social responsibility of the International and National Associations of College Admissions Counselling (IACAC & NACAC). Our success and growth is due to the outstanding Crimson students across the globe who understand the value of having an admission strategy to get into

the world's best universities. In 2019 alone, students secured 60 offers to Ivy League universities alone and 160 offers to Oxbridge and the Russell Group.		
Carolyn Prince	(T) Uncovering Gifted: A profile of an underperformer	Classroom 1
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.		
	<b>Carolyn Prince</b> 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.	
Cathie Johnson & Julie Roberts	(T) Using tools from NZCER for gifted learners	Classroom 2
Abstract to come		
Bio to come		

1:00-2:00pm	Lunch	Gibson Centre
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2:00-3:00pm	Session 3	
<b>Panel Discussion: New Zealand Centre for Gifted Education (NZCGE)</b>		
	<p><b>Supporting social and emotional wellbeing of gifted students in practice, not just in theory.</b> 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><b>Anna Meuli</b> 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. 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.</p>	
<p><b>Madelaine Armstrong Willcocks</b> 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</p>		



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.

<b>3:05-4:05pm</b>	<b>Session 4</b>	
Tara Taylor-Jorgensen	(T) MOE Progress Achievement and Curriculum Tools	Merivale Lane Theatre
<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"> <li>• Depends on Trust</li> <li>• Has information needs</li> <li>• Strengthens capabilities</li> <li>• Leverages through collaborative networks</li> <li>• Requires clarity</li> </ul> <p>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.</p> <p>This will include information on the Record of Learning and the Curriculum Progress Map</p>		

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.

Brooke Trenwith	(P) Managing Gifted Intensities	Classroom 1
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There are five intensities that can be found in gifted children: Psychomotor, sensual, intellectual, imaginal and emotional. Brooke will outline the main characteristics of each and strategies for managing the intensities will be discussed.



**Brooke Trenwith (President of NZAGC)**

Brooke is President of the New Zealand Association for Gifted Children, a 2017-2018 New Zealand Representative on the World Council for Gifted and Talented Children (she has been the writer on the events happening across the country for the updates), is on the steering committee for Gifted Aotearoa and a MOE Accredited education consultant through her own company, Potential to Performance Ltd. 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.

Karen Keppel, Pam Jackson & Anna Keno	(P) Maintaining the holistic wellbeing of gifted children: What to assess, when and how?!	Classroom 2
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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.

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.



**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.



**Dr. Pam Jackson**

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.

<b>4:05-5:00pm</b>	<b>NZAGC AGM</b>	<b>Merivale Lane Theatre</b>
	All NZAGC Members are welcome at the 2020 National AGM. The 2020 AGM Agenda can be found on the member's section of <a href="http://giftedchildren.org.nz">giftedchildren.org.nz</a>	
<b>6:30-9:30pm</b>	<b>Conference Dinner – Rangī Ruru Girls' School</b>	TBC



# GIFTED AOTEAROA

**REACH**  
EDUCATION CONSULTANCY

 **NZAGC**  
[www.giftedchildren.org.nz](http://www.giftedchildren.org.nz)

 **New Zealand Centre  
for Gifted Education**  
*Empowering Extraordinary Minds*

# Sunday 22<sup>nd</sup> March 2020

Sunday 22 March 2020		
8:30-9:30am	Session 5	
Brooke Trenwith	(P) 35 Tips for Gifted Kids and those who raise them	Merivale Lane Theatre
<p>This presentation has been given to Auckland and Wellington Explorer Branches and we are now offering it at the conference for those who have not the opportunity to see it. Brooke will outline her top 35 tips for gifted children based around giftedness, schooling and home life.</p>		
	<p><b>Brooke Trenwith (President of NZAGC)</b>            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>	
Elizabeth Wilson	(T) I don't want your job, I just want to work alongside you	Classroom 1
<p>Often GATE Coordinators and Gifted Specialists struggle to work alongside others in a school setting. Special learning needs are often viewed as a hierarchy with Gifted at the top and in isolation. We need that perception to change!            This round table will discuss my personal experiences in convincing SENCO and pastoral teams to support the socioemotional needs of gifted learners in a secondary school setting.</p>		
	<p><b>Elizabeth Wilson</b>            Elizabeth is a secondary school teacher of; English, Classical Studies, Social Studies and Media. Currently, she is the Director of Gifted &amp; Talented at Shirley Boys' High School in Christchurch. Which can be described as "a lot of testosterone in a small space". Passionate about the place of female educators in single sex environments, she is a contributor to Broadly Speaking and details her journey as a kiwi teacher of Instagram.</p> <p>Elizabeth completed her Masters of Specialist Teaching (Gifted &amp; Talented) in 2017 and is currently completing her SPELD Teacher training in order to better meet the needs of 2E and neurodiverse learners. Elizabeth has a strong passion for empowering educators to be specialists within their classrooms and is Gifted Aotearoa facilitator for Waka Tīwai: Learning Together, which empowers educators to network and collaborate together as a community of learners, growing regional capability to meet the needs of gifted learners. She is also part of the Gifted Advisory Group for the Ministry of Education and Gifted NZ Board Member. In 2018 she presented at ULearn on "Utilising NCEA to meet the needs of Gifted Learners", and will continue to take every opportunity to support Kiwi teachers through professional learning and development.</p>	
Dr. Gerard Gaskin	(T) Virtues Education: Beyond the Therapeutic Response	Classroom 2
<p>Students of all abilities, if they have high social and emotional needs, often experience wellbeing deficit. Wellbeing has a direct effect on learning – regardless of the person's natural ability. Poor wellbeing can have a profound and detrimental impact on learning attitudes by stifling aspirations, concentration rates, persistence, creativity, memory and perseverance. Typically, where students exhibit significant well-being deficit, schools and systems tend to resort to available support measures such as counselling, social services, emotional regulation programs, allied health services and escalated RTI tiers.</p> <p>All of these are necessary and valuable in a therapeutic sense – because they help to attenuate the presenting symptoms and support the student to function within the typical school setting.</p> <p>However, there is always the risk that by increasing therapeutic offers only, we create increasing dependence and reduced levels of resilience in students. This creates a kind of therapy cargo-cult – an ever-escalating and constantly</p>		

unrequited demand for on-going therapeutic interventions – which can result in inward-focused students who become increasingly other-reliant - incapable of coping without external support.

Moreover, therapy can bring with it an unintended risk of increasing dependency on ever expanding cohorts of interventions without either (i) removing the causal factors (trauma and other factors external to school control) which create the wellbeing deficit, or, more practically, (ii) building personal skills and modes of behaviour that ultimately reduce dependency in students over the long term.

Education in virtue, a perennial wisdom that began with the Ancient Greeks, provides sound and practical ways of building resilience - the courage to cope in difficult circumstances, the skills of sensible and reasoned decision making, the habit of self-regulation and a positive approach to life.

This paper looks at the ways that virtues education can reach beyond the classroom into the daily lived experiences of our students and their families - to build character, in the very best sense of the word



**Gerard Gaskin**

Gerard is Director: Learning and Teaching, Catholic Education Tasmania. He leads a large team comprising Assistant Director, Managers and Education Officers, who serve all schools in all aspects of Catholic Education. Some of his system-wide leadership portfolios include: • Enhancing best-practice in Curriculum and Pedagogy, • Education of students with learning needs – disability/inclusive education, • Meeting the educational and social needs of Aboriginal and Torres Straits Islander students, • Extended Learning (Gifted) education, • School Chaplaincy program, • The education of students with English as a second language, • Care, placement and support for Humanitarian entrants – refugees, • Pastoral Care and Wellbeing of 16,000 students • Vocational Education and Learning • Induction of Early Career Teachers • Teacher Registration • Teacher Professional Development 2,500 employees Gerard has worked in education for some 40 years, with more than twenty-two years of extensive experience as a senior leader and principal in four Australian education systems: Director: Learning and Teaching, Tasmania, System - wide Curriculum Project leader Parramatta, Assistant Director of Schools, Wagga, School Principal, Melbourne.

He has a long history of active, practical leadership in Catholic Education, supported by publication and research supervision in the burgeoning field of pedagogical innovation, specifically in the cognitive architecture of learning and teaching.

<b>9:35-10:35</b>	<b>Session 6</b>	Merivale Lane Theatre
<b>Keynote Speech: A Gifted Life – Maggie Brown</b>		
<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><b>Maggie Brown</b></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</p>	
<p>Auckland specifically addresses the need to improve knowledge about the lived experiences of gifted adults around the world.</p>		
<p><a href="https://maggiebrown.co/">https://maggiebrown.co/</a></p>		
<p><a href="https://www.delphistudy.auckland.ac.nz/">https://www.delphistudy.auckland.ac.nz/</a></p>		
<p><a href="https://focusgroupsgifted.blogs.auckland.ac.nz/">https://focusgroupsgifted.blogs.auckland.ac.nz/</a></p>		

<b>10:35-11:00am</b>	<i>Morning tea</i>	Gibson Centre
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11:00-12:00pm	Session 7	
Jay Hart	(P) How, why and resources for home-schooling	Classroom 1
<p>Whether you are:</p> <ul style="list-style-type: none"> <li>• just curious to know more about what home-schooling really means today,</li> <li>• wondering whether home-schooling is right for your family,</li> <li>• wanting help to get started on your own home-schooling journey,</li> <li>• a seasoned home-schooler looking for more information around available resources and activities,</li> <li>• or just wanting to find and connect with other families home-schooling gifted children,</li> </ul> <p>this presentation is an opportunity to connect around all things home-school in a kind and encouraging space.</p> <p>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><b>Jay Hart</b></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>	
Dr. Mel Wong	(P) Supporting gifted children and youth in a holistic way: Taking mental and emotional wellbeing into account	Classroom 2
<p>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, &amp; 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.</p>		
	<p><b>Dr. Mel Wong</b></p> <p><i>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 &amp; Counselling. Mel is currently the membership secretary of NZAGC. Her research focuses on using a holistic way to view giftedness.</i></p>	
Janet Van	(T) A future in STEM – Kiwibots	Merivale Lane Theatre
	<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>	

<b>12:05-1:05pm</b>	<b>Session 8</b>	
Cherie Stayner & Susan Scharpf	(P) 1 Step Ahead: Facilitating Gifted Parenting Groups in a NZ Context	Merivale Lane Theatre
<p>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, the “1 Step Ahead” facilitators, Cherie Stayner and 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.</p>		
	<p><b>Cherie Stayner</b></p> <p>Cherie is President of the Otago Association for Gifted Children (OAGC). She has been instrumental in setting up a number of initiatives for the gifted community in Dunedin such as a 2e support group for families of twice-exceptional children, the 1 Step Ahead parent discussion group, and regular opportunities for Otago families to access professional assessments. When she is not running around after her three very busy boys, Cherie is a researcher at the Dunedin School of Medicine.</p>	
	<p><b>Susan Scharpf</b></p> <p>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.</p>	
Lynne Dunne	(T) Meeting the Well-being Needs in a School Environment	Classroom 2
<p>Raroa Normal Intermediate School in Wellington is a state school, catering for 705 students in mixed Year 7/8 classes. Many years ago, Raroa Normal Intermediate School asked itself how they could increase the wellbeing of our gifted students...by understanding their unique social, emotional and academic needs, and determining appropriate accommodations.</p> <p>In this workshop, staff will share some of the practical approaches and programmes that Raroa has in place which may be of interest to others.</p>		
	<p><b>Lynne Duanne</b></p> <p>Lynne Dunn is an experienced classroom teacher, who is currently the G.A.T.E. Coordinator at Raroa Normal Intermediate School in Wellington. Working part-time, she supports the school in making provisions to meet the abilities, interests and needs of the gifted and talented student community.</p>	
<b>1:05-2:05pm</b>	<b>giftEDnz AGM</b>	<b>Merivale Lane Theatre</b>
	All giftEDnz Members are welcome at the 2020 National AGM.	
<b>1:05-2:05pm</b>	<i>Lunch</i>	Gibson Centre
<b>2:05-3:05pm</b>	<b>Session 9</b>	
Jo Deane & Andrea Delaune	(P) Well-being in transitions for gifted children in the early years	Merivale Lane Theatre

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.



**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.



**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.

Dr. Janna Wardman	(T) Acceleration	Classroom 1
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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.

Tracy Riley	(T) Connecting the Dots between Belonging and Wellbeing	Classroom 2
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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.



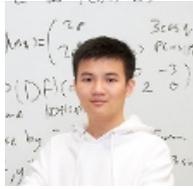
**Tracy Riley**

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.

3:10-4:10pm	Session 10	Gibson Centre
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**Keynote Speech: Growing Up Gifted – Tristan Pang**

Growing up gifted, 18-year-old Tristan Pang will share his unique experiences; from a toddler who was a GPS for his parents, to one of the youngest students to have entered and graduated university. Take a step into Tristan’s world as we delve into his insights on maths, education, society, life and beyond.



The designation of being “the youngest” has been a feature of Tristan Pang’s life to date and one that sits comfortably with him. While his peers are finishing high school, he is forging a path at Oxford University towards a doctoral degree in pure mathematics.

Motivated by his own goal to become a mathematician, Tristan’s life has been on fast-forward: aged twelve, University of Auckland’s student; fourteen, university teaching assistant and undergraduate researcher; fifteen, university Maths Club president; sixteen, Bachelor of Science (Mathematics and Physics) graduate; seventeen, University of Auckland Kupe Leadership Scholar and Blues Award (service and leadership) recipient; eighteen, Bachelor of Science (Honours) graduate and graduate teaching assistant. He would like his life story to continue along this trajectory: aged twenty-two, PhD; then post-doc; lecturer; professor... Alongside his academic path, since the age of nine, Tristan has been featured in all types of media due to his numerous volunteer efforts and unique life experiences; he has delivered close to a hundred talks including those at the World Science Festival in Australia, Reading Festival in the United Arab Emirates, Festival of Education and Auckland Primary Principal Association and TEDx conference in Auckland; founded an online platform “Tristan’s Learning Hub” and initiative “Gifted Learners Giving Back”; and started a monthly radio show “Youth Voices” at Planet FM to help and to motivate young people. Tristan’s ultimate goal is to break the global poverty cycle. Tristan was recently featured on TVNZ’s two-part documentary, Brainboxes, looking at the lives of gifted children.

<b>4:10-4:20pm</b>	<b>Conference Close</b>	Gibson Centre
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