Differentiation for Diversity
## Day 1

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<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30-9am</td>
<td>CLB Foyer</td>
<td>Registration</td>
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| 9- 9:30am| CLB 7: Welcome | Welcome to Country  
- Official welcome by Professor James Donald, Dean of the Faculty of Arts and Social Sciences, UNSW Australia and Jane Simmons, Executive Director, Learning and Leadership, Department of Education and Communities. |
| 9:30-11am| CLB 7: Professor C. June Maker Keynote  
*Discovering the Strengths, Talents, and Interests of Students from all Cultures: Innovative Methods for Assessment* | |
| 11-11:30am| CLB Foyer: Morning Tea | |
| 11:30am-1pm| Breakout Lecture Session 1:  
CLB 2: Jane Wallace & Elizabeth Campbell  
*Designing Learning for a Culturally and Linguistically Diverse Classroom*  
CLB 1: Dr. Jae Yup Jung  
*Gifted Underachievers*  
CLB 3: Robyn Armstrong  
*Differentiation and Students with Disability*  
CLB 5: Susan Tickle  
*Mathematics: Pre-testing & Grouping* | |
| 1-2pm    | Commerce Courtyard (Outside CLB): Lunch | |
| 2-3:30pm | Breakout Lecture Session 2:  
CLB 3: Sally Hogan  
*Differentiating Learning Through Quality Teaching*  
CLB 2: Dr. Jennifer Jolly  
*Tiered Lessons: Different Pathways to a Shared Understanding*  
CLB 1: Dr. Greg Vass  
*Culturally Responsive Practices for Diverse Classrooms*  
CLB 4: Lizzie Chase  
*Using Williams for Wondering: Programming for Stage 3 & 4 English enrichment with sophisticated picture books.* | |
| 3:30-4:30pm| CLB 7: Expert Panel  
Professor C. June Maker, Dr. Jae Yup Jung, Dr Susen Smith, Dr. Jennifer Jolly, Dr. Greg Vass, Associate Professor Iva Strnadova | |
| 4:30-6:30pm| CLB Foyer: Drinks and Canapés | |
### Day 2

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<td>8:30-9am</td>
<td>CLB: Registration</td>
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<td>9-10:30am</td>
<td>CLB 7: Dr. Susen Smith Keynote</td>
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<td><em>Ignite the Teaching Spark: A Differentiation Framework to Fuel the Fire</em></td>
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<td>10:30-11am</td>
<td>CLB Level 2: Morning Tea</td>
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<td>11-12:30pm</td>
<td>Breakout Lecture Session 3:</td>
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<td>CLB 2: Annalies Van Westenbrugge</td>
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<td><em>Differentiation Using the Literacy Continuum</em></td>
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<td>CLB 1: UNSW Special Education Research Group</td>
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<td><em>Lifespan Transitions of Students with Twice Exceptionality</em></td>
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<td>CLB 3: Dr. Wan Ng &amp; Sandy Phillips</td>
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<td><em>BYOD Best Practice</em></td>
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<td>CLB 4: Chris Vella</td>
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<td><em>Dreaming on the Riverfarm</em></td>
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<td>12:30-1:15pm</td>
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<td>1:15-3pm</td>
<td>CLB 7: Dr. Katherine Hoekman Keynote</td>
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<td><em>Busting Barriers to Improve Differentiation</em></td>
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**Morning Keynote Day 1 – CLB 7**

**C. June Maker, PhD., Professor, University of Arizona, Tucson, AZ, USA**

**Discovering the Strengths, Talents, and Interests of Students from all Cultures: Innovative Methods for Assessment**

Current research shows that we can identify, support, and extend our students' natural abilities, helping them to employ their strengths for more effective learning. In this speech, I will share my experiences with Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses (DISCOVER), a unique model for assessing and developing problem solving abilities by recognizing the diversity of gifts and talents in people of all cultures, languages, nations, ages, and environments. For more than 20 years, my colleagues, students, and I have been designing innovative assessments that are effective with preschoolers, elementary students, middle and high school students, and adults. Recently, we have added assessments in the specialized areas of Science, Technology, Engineering, and Mathematics (STEM), and are working with a non-profit agency to design assessments in dance, music, and drama so that we have a complete battery of methods for assessing almost all of the Multiple Intelligences in Howard Gardner's theory at all levels from preschool to adulthood.

We have divided the assessments into what Gardner describes as assessments of "first-order" knowledge (what we learn through experience) and "second-order" knowledge (what we learn in school).

I will give an overview of the entire model and all the assessments we have developed, but will emphasize concept mapping because of its versatility as (a) an identification instrument, (b) a pre-post assessment of content understanding, and (c) a teaching tool. Concept mapping is based on expert-novice research, which shows that experts have a much more detailed, connected, and hierarchical knowledge base than novices. Use of concept maps can help teachers understand students' ways of characterizing the content they have learned, enabling them to guide students in the development of knowledge structures that are more like those of experts. I also will show how concept maps are very different from the more commonly-used mind maps, and will share results of recent research.
Breakout lecture Session 1

Jane Wallace & Elizabeth Campbell
CLB 2

Designing learning for a culturally and linguistically diverse classroom (Primary and secondary)
This session explores an approach to differentiation that considers students’ English language proficiency and cultural background knowledge in the design of quality teaching and assessment activities. Participants will look at EAL/D student work samples and tools that can be used to assess English language proficiency and literacy to inform planning. They will also consider pedagogical approaches and teaching and learning activities that support EAL/D students’ to develop the oral language they need to develop academic literacy across the curriculum.

Jane Wallace works as Refugee Student Programs Advisor for the Department of Education and Communities. In this role she develops professional learning, resources and targeted programs to support schools and teachers in meeting the educational needs of refugee students. Jane has previously worked as a Senior Examiner, English (ESL), as a Multicultural/ESL Consultant and an ESL teacher in high schools and Intensive English Centres.

Elizabeth Campbell works as EAL/D Program Advisor for the Department of Education and Communities. In this role she provides professional advice and support to schools on managing effective EAL/D programs, including advice on appropriate EAL/D teaching and assessment practices. Elizabeth has worked previously as Head Teacher Learning Support and as an English and English (ESL) teacher in high schools.
Gifted Underachievers - (Primary & Secondary)
This presentation will begin with an overview of underachievement (including how underachievement is defined, the intrapersonal causes of underachievement, the environmental causes of underachievement, the identification of underachieving students, and some research-based strategies to reverse underachievement). Thereafter, a scenario of an underachieving student will be presented for discussion of: (a) the issues that may require consideration and (b) some possible interventions. The presentation will conclude with the discussion of a teaching/differentiation strategy (developed by Donna Ford of Vanderbilt University and her colleagues) to address the underachievement of students.

Dr Jung is a senior lecturer in the School of Education. His research focus is on the decision-making of adolescents (including gifted adolescents) on topics such as careers, university entrance and friendships, usually incorporating motivational and cultural perspectives. He is currently supervising PhD, masters by research and honours students in the areas of gifted education, career decision-making and university entrance decision-making.

Dr Jung holds a DECRA from the Australian Research Council (2013-2016). More information on the longitudinal project may be found here: www.careerdecisions.org
Robyn Armstrong
CLB 3

_Differentiation and Students with Disability - (Primary & Secondary)_
This workshop will focus on the obligation for schools and teachers to make reasonable adjustments to meet the learning and support needs of students with disability. Most students with disability and additional learning needs will be catered for through evidence-based differentiation strategies. Some students with disability will have learning and support needs that will require support through adjustments to curriculum, instruction, and the environment. The Nationally Consistent Collection of Data for Students with Disability has highlighted the need for schools, teachers and parents/carers to work collaboratively to meet the learning and support needs of students with disability. Participants in this workshop will have the opportunity to engage in discussion and activities to enhance their understanding of why, when and how teachers make reasonable adjustments to support students with disability.

Robyn has worked in a variety of roles at school, district, region and state level to support students with additional needs in learning. She is currently the Learning and Support Coordinator in the Learning and Engagement Directorate of the DEC. In this role she supports schools in meeting the literacy and numeracy needs of students with disability and additional learning needs.
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Susan Tickle, Deputy Principal Killarney Heights Public School
CLB 5

**Mathematics: Pre-testing & grouping - (Primary)**
Susan Tickle is a Deputy Principal at Killarney Heights Public School and was a K–2 and 3–6 Assistant Principal at Bilgola Plateau PS for nine years. She has been a school Gifted and Talented Coordinator & Mathematics Coordinator. She has completed a Master Degree in Educational Leadership and a Certificate of Gifted Education from UNSW. Susan presented at the 2010, 2011, 2012 and 2013 GATs Conferences. She has conducted many professional learning sessions at schools in the Northern Sydney Region. Susan is extremely passionate about gifted and talented education and differentiation in primary classrooms.

Participants will familiarise themselves with Assessing for Learning, Programming and Differentiation. Practical examples of how to pre-test, plot data and analyse student results and progress within teachers’ classrooms are given. Strategies of how this information can be used to easily group and provide ongoing feedback to their students will be provided. Once grouped into fluid ability levels, various classroom scenarios are scaffolded to show the practical ways mathematics can be differentiated in K–6 mainstream classes. This model takes into account the open–ended and challenging activities GAT students require as well as teaching ideas for gifted underachievers.
Breakout Lecture Session 2

Sally Hogan
CLB 3

Differentiating Learning Through Quality Teaching - (Primary & Secondary)

Differentiating learning through quality teaching
This workshop will consider how we can differentiate learning for all students through quality teaching. It will explore the use of the Cross Curriculum Priorities and General Capabilities as tools for differentiating learning.

Sally is currently the Primary Principal Advisor for the Australian Curriculum and the substantive principal of Newtown North Public School. Sally has enjoyed a diverse career with leadership roles at school, regional and state levels, including the State Gifted and Talented Advisor and regional consultancy roles in teaching and learning, cross curriculum and creative arts.
Differentiation for Diversity

Dr. Jennifer Jolly, Senior Lecturer, UNSW Australia
CLB 2

Tiered Lessons: Different Pathways to a Shared Understanding - (Primary & Secondary)
Tiered lessons provide the foundations for differentiated lessons. They offer the tools to reach students with a broad range of academic needs. How is it possible to develop learning episodes that address the needs of ESL learners, those that may have a learning disability, or learners who have already mastered the content? Based on students’ interests, readiness levels, and/or learning profiles, tiered lessons provide teachers and students alternative routes to arrive at the same understanding of key concepts and generalisations. This session offers the essential elements for creating tiered lessons, examples of tiered lessons, and opportunities to construct tiered lessons to use in the classroom.

Jennifer L. Jolly, Ph.D., is a senior lecturer in gifted education at the University of New South Wales. Her research interests include the history of gifted education and parents of gifted children. She serves on the editorial advisory boards of the Journal for the Education of the Gifted, Gifted Child Today. Jolly also served as vice-president for the CEC/TAG board. Her classroom experience includes eight years in the U.S. public school system working with both gifted and regular education students.
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Dr. Greg Vass, Lecturer, UNSW Australia
CLB 1

Culturally Responsive Practices for Diverse Classrooms- (Primary & Secondary)

Our schools are exciting and culturally diverse in Australia. At present in NSW, one in four students comes from a language background other than English, and most of these students are located in Sydney's southern and western regions (Burridge et al. 2009). Now, more than ever it seems, teachers are asking for strategies to help effectively engage with diversity in their classrooms. Culturally responsive schooling builds upon the premise that academic engagement improves when learning is contextualized in the lived experiences of students, and that learning is more appealing and personally meaningful when embedded within cultural frameworks and filters that are familiar (Gay 2002). The five guiding principles underpinning culturally responsive practices accept that: conventional reform is inadequate; intention without action is insufficient; valuing the strength and vitality of cultural diversity; and that test scores and grades are symptoms, not causes, of concerns with achievement (Gay 2010). This session will firstly explore the ideas and research that shapes these guiding principles, and then it will draw attention to examples of effective culturally responsive practices.

Greg's work in the Sociology of Education is concerned with social and Indigenous perspectives in education. His research interests are focused on investigating relationships between policy enactment, and pedagogic/curricula performative race-making practices and inequalities. This work explores how discrimination and privilege are connected to subjectivities that continue to rely on racialised social scripts and everyday practices. Building on his experiences as a high school teacher, central to his work are concerns with how educators can work towards disrupting the reproduction of raced hierarchies and inequalities within educational settings.

Greg's work draws on critical race theory and poststructuralist ideas and concerns with power and subjectivities in relation to positioning; performativity; and understandings of race-making and identity-work that come from across anthropology, sociology and cultural studies. His qualitative research takes up ethnographic, autoethnographic and writing as a creative analytic practice.
Lizzie Chase
CLB 4

**Using Williams for Wondering: Programming for Stage 3 and 4 English Enrichment with Sophisticated Picture Books - (Primary & Secondary)**

Participants will be shown how to program challenging tasks for sophisticated picture books, using Frank Williams’ Model. The Williams Model has three dimensions and can be used to infuse English programming for ALL students with reflective, challenging and creative tasks. This is a hands-on session for teachers unfamiliar with programming using the Williams Model. It will be fun and practical, walking participants through HOW to use Williams, step by step. Participants will be given examples of programming using Williams to take away as models. They will also be given examples of apps and online tools to support Williams-based tasks. For this session, participants are required to bring a conceptually rich literary picture book that they would like to use with gifted students in Stage 3 or 4 English.

Lizzie Chase is a primary teacher and an English/History teacher with a longstanding passion for literacy, enrichment, 21st century learning skills and middle years education. Having worked in the past as a Head Teacher Teaching and Learning, her 2014 position has been Relieving Assistant Principal at Hilltop Rd Public School and Emerton Public School. Her teacher and student resource websites can be viewed at [www.pinterest.com/lizziemchase](http://www.pinterest.com/lizziemchase)
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Morning Keynote Day 2 – CLB 7

Dr Susen Smith, Senior Lecturer in Gifted & Special Education, GERRIC Senior Research Fellow

*Ignite the Teaching Spark: A Differentiation Framework to Fuel the Fire*

It’s affirming to know that every teacher differentiates for their individual student needs in some form or another, it’s just that some differentiate more than others and still others differentiate more effectively! How do they do that? This presentation reiterates a framework for planning and implementing differentiated teaching for diverse student learning. The framework was developed following years of teaching practice, a PhD study and ongoing research, which reinforces the importance of the relationship between theory and practice. Exemplars of current teacher practice are highlighted throughout the presentation to affirm best practice in supporting the immense range of students' needs we encounter as educators every day. There is a vast menu of strategies and models to choose from to assist the planning process. These examples certainly highlight that teachers have not only ignited the spark, but continue to fuel the fire of best discourse and best practice in differentiated curriculum and pedagogy. We have heard teachers' recommendations, but have we listened regarding differentiation for diversity? What will be our 'take-aways' from the smorgasbord on offer to inform practice and continue to fuel the fire of differentiation?

Dr Susen Smith is GERRIC Senior Research Fellow and Senior Lecturer in Gifted & Special Education at the University of NSW, Australia. Previously, she was a Lecturer in Learning, Teaching & Gifted Education at UNE and was an Associate Professor for a SpLD & Gifted Education project at the Hong Kong Institute of Education. She completed her PhD on *Differentiating literacy instruction for student academic engagement* at the University of Newcastle and has extensive experience as a teacher, consultant and leader from early childhood to tertiary education. Her specific research interests include dynamically differentiating curriculum and pedagogy using cognitive and affective taxonomies for student diversity in inclusive contexts, including students with giftedness, underachievement and learning difficulties. Susen has acquired several competitive research grants and her most recent award was the UNE ‘Vice-Chancellor’s Award for Outstanding Achievements in Interdisciplinary Research Innovation’. She has been invited as a visiting scholar to Columbia University, USA, CUNY, and the Hong Kong Institute of Education, published and presented at national and international conferences, most recently as an invited keynote speaker at the Sino-Australian Gifted Education Forum, China. Hence, her work on Curriculum Differentiation is recognised internationally. She can be
contacted at susen.smith@unsw.edu.au.

Breakout Lecture Session 3

Annalies Van Westenbrugge
CLB 2

**Differentiation Using the NSW Literacy continuum K-10 (with a secondary curriculum focus)**

In this workshop, participants will be encouraged to explore the processes for identifying the literacy demands and opportunities that exist in subject texts and/or lessons. They will discover how the NSW Literacy continuum K-10 can be used as a differentiation tool, and share ideas from teachers who have used literacy strategies to enhance their teaching practice.

Annalies van Westenbrugge is the Secondary Literacy Advisor, Learning and Leadership Directorate, NSW Department of Education and Communities. She has worked for over 20 years in various school settings from P-12 including an early childhood centre, large metropolitan and smaller regional schools. She has also written and advised on curriculum development (NSW Board of Studies, ACARA, Abu Dhabi ADEC). Her state office experience has involved coordinating projects and programs in English and literacy, including the completion of the NSW Literacy continuum 7-10. Annalies currently provides advice and professional learning on literacy, curriculum, pedagogy and practice for secondary schools across New South Wales. She is also interested in innovative ways of developing communities of practice with teachers. Her NSW Secondary Literacy Leaders network is one such initiative.

Her interest and experience in differentiation includes work in literacy, gifted education, and syllabus development and implementation. Annalies has taught a range of students as well as provided advice on curriculum differentiation. Her recent work in secondary literacy focuses on building knowledge and skills in subject literacies in order to ensure that all students are able to access and achieve syllabus outcomes.
Lifespan Transitions of Students with Twice Exceptionality—(Primary & Secondary)

Although it is difficult to determine the exact prevalence of students who are twice exceptional (2E), they are present in every school in every sector and socio-economic stratum. Like all students, these students experience several transitions during their school careers: entering school, moving from primary to secondary school, and transitioning to post-school settings, such as university or employment. Many times it is during these transitions and the assessments that typically occur that students’ exceptionalities are identified. Characteristics and challenges for students with 2E will be discussed, along with strategies to support them in developing their self-determination, self-regulation, self-care, decision-making and problem solving skills.

Research Group members:

- Dr Terry Cumming is a Senior Lecturer and the Deputy Head of School (Learning and Teaching) within the School of Education at the University of New South Wales. Her research interests include: students with emotional and behavioural disorders, transition processes, positive behavioural interventions, and the use of technology in the classroom. As part of the School of Education's Special Education Research Group, Terry's research is currently focused on how to improve lifespan transitions for students with disabilities. The group is currently conducting several transition-related studies, which focus on: home-school collaboration, transitioning from specialised settings, and transitioning from the juvenile justice setting. Terry has published several book chapters and journal articles and presented her work at both national and international conferences. Prior to her university and research work, Dr. Cumming has many years experience as a special educator and behaviour mentor in the United States.

- Iva Strnadová is an Associate Professor in Special Education at the UNSW Australia. She is also an Honorary Member of the University of Sydney, Faculty of Education and Social Work, Australia. Her research aims to contribute to better understanding and the improvement of life experiences of people with disabilities. Iva’s previous research and ongoing research interests include well-being of people with developmental disabilities (intellectual disabilities and autism) and their families over the life span; life span transitions as experienced by people
with disabilities; women with intellectual disabilities; and mobile learning for people with developmental disabilities.

- Dr Sue O'Neill is a lecturer in Special Education in the School of Education. Sue's research interests and activities include: pre-service teacher preparation in evidenced-based classroom and behaviour management practices and programs, pre-service teachers' Sense of efficacy and preparedness in classroom and behaviour management, beginning teacher experiences that lead to attrition and burnout, positive behaviour interventions and supports, functional behavioural assessments, managing challenging...and many more.
Dr. Wan Ng, Associate Professor, TELT and Science Education, UNSW Australia & Sandy Phillips, Department of Education and Early Childhood Development, Victoria

CLB 3

**BYOD Best Practice (Primary & Secondary)**

Bring your own device (BYOD) refers to technology-mediated learning where students bring a personally-owned smart mobile device from home to school for the purpose of learning. It is a trend that is gaining in popularity globally in schools and higher education institutions. In Australia, as the “Digital Education Revolution” has ended, the interest in this trend appears to be gaining in momentum. The aim of this session is to present an overview of BYOD that includes the different models of BYOD, the research to date on BYOD and what a BYOD policy should have included. The session will look at the application of the TPACK and SAMR models in BYOD practices, including the differentiation of learning with BYOD.
Chris Vella, Agriculture Education Officer, University of Western Sydney
CLB 4

_Dreaming on the Riverfarm: Project Based Learning - (Primary & Secondary)_

'Dreaming on the Riverfarm' was a 2013 pilot project run in collaboration with the DEC and UWS. A team of DEC consultants, including myself, set off to tackle a cross-curricular project with teachers from Blaxland HS and Lapstone PS. The project brought students in as consultants, to offer insights into the potential of an underutilised UWS Farm to become a future education for sustainability hub.

For me, Riverfarm highlighted the potential for schools to create connections with real projects in sustainability. Since then I have been connecting with others who have worked on similar projects.

Participants in this workshop will be involved in a live tweeting session, so be sure to bring a device and your Twitter account. Teachers will be given the opportunity to connect to other external professionals that are partnered with school to create innovative authentic learning opportunities for their students.
Afternoon Keynote Day 2 – CLB 7

Dr Katherine Hoekman, Education Consultant: Academic Performance, AISNSW

Busting Barriers to Improve Differentiation
Application of lessons from the research will be shared to illustrate how the traditional role of the gifted and talented co-ordinator can be re-imagined to assist educators to commit to making durable changes in teaching to implement differentiated instruction in classrooms throughout a school. Key principles and practices of leadership for meaningful change in classrooms and schools to improve the self-efficacy of teachers will be introduced.

Dr Hoekman lectured in Gifted Education at UNSW for over a decade, as well as consulted with schools on the ways to meet the cognitive, motivational and affective needs of gifted students. She was the Director of Research and Innovative Learning at Abbotsleigh from 2005-2011, and in 2014. Currently she holds the position of Education Consultant: Academic Performance, AISNSW. She has been an invited presenter at regional, national and international conferences. She was appointed as the Director of the Eileen O’Connor Centre in the Archdiocese of Sydney in 2011, and is an adjunct lecturer in the Office of Educational Leadership in the School of Education at UNSW. She relishes the opportunities these appointments have provided to apply gifted education principles with talented teachers in designing and evaluating innovative professional development that sustains excellence in teaching and learning.
Exhibitors

Greystanes PS
Sarah McDonell and Jocelyn Cole

Students at Greystanes Public School experience learning in many contexts. In 2014, products included cultural museums, cupcake day, X-Factor films, cultural day, engineering challenges and British colony digital simulations. Students investigated and shared with peers, buddy classes and other schools through project based learning, inter school visits and video conferencing. Our digital presentation and posters celebrate some of these achievements.

Killara HS
Chloe Williams

Use of Project Based Learning in the Research Action Plan Process for Year 10 Geography. Under the skilled guidance of Michele Beach (Former WSR Gifted and Talented Project Officer), as a first year teacher, I was able to integrate Project Based Learning into my teaching. The purpose was to engage students and offer differentiation of the content and process in the Research Action Plan process. Students were able to achieve course outcomes as well as take on the active role of a geographer by conducting their own fieldwork. They enjoyed taking control of their learning by designing their own driving question. My digital presentation includes samples of student work and lesson outlines.
Wyndham College
Jenny Linklater, Vanessa Wickens, Daljit Bansal

The Platinum Club at Wyndham College was formed in 2013 and is focused on enhancing the learning environment of students who have been identified as highly motivated and academically stronger than the rest of the cohort. This has then allowed staff to develop differentiated curriculums in specific subject areas to meet the needs of these students. The Gifted and Talented Team at Wyndham College then focused on providing mentoring to staff to develop specific teaching strategies for Platinum Club students while coordinating enrichment and extension activities to develop opportunities for success in the educational environment at Wyndham College.

Liverpool West PS
Maria Sotiropoulos

This display briefly explains the differentiation process. It caters for students working below, at and above stage outcomes. Last year we used this process with the staff at Liverpool West Public School to plan our units of work with the new English syllabus. Each stage planned 3-4 units beginning with the syllabus outcomes and content. We then used the concept map to plan our questions at the three levels and used those questions to plan our learning sequences. Last term we used the same approach to plan our first unit from the new Science and Technology syllabus. The display also has some examples of the concept maps we have created. After you view the display if you have any questions please email maria.sotiropoulos@det.nsw.edu.au.
Whether you are a teacher interested in how to identify and respond to the gifted students in your class, a principal looking for professional development for your staff, a parent looking for information on how to support your child, or a gifted or talented student looking for opportunities to engage with other bright students in stimulating enrichment programs, GERRIC can assist you.

GERRIC is located within the School of Education and Faculty of Arts and Social Sciences at UNSW. GERRIC contributes to many aspects of the education and development of highly able children and young people, we offer school holiday programs of enrichment and extension, weekend courses for parents of gifted students, and an internationally recognised Certificate of Gifted Education program for teachers, which brings world leaders in this field to Australia.

**Professional Experience Team, School of Education, UNSW**

Through careful observation and supervised teaching, Professional Experience enables pre-service teachers to develop the knowledge, skills, values and attitudes to plan for and manage successful classrooms. It aims to develop a strong commitment, enthusiasm and respect for the teaching profession and encourages pre-service teachers to engage with the broader community.

Professional Experience is undertaken in a variety of secondary school settings, as required by the NSW Board of Studies, Teaching and Educational Standards (BOSTES), ensuring a diverse range of experiences in year levels and subjects taught, educational sectors, geographical location (inner city, outer suburbs, rural), and socio-economic profile of the school.
Texas Instruments is committed to student success in mathematics by providing advanced learning tools that have been designed in collaboration with leading educators and researchers.

In addition to breakthrough classroom technology, TI also provides global professional development for teachers as well as free activities and curriculum content. Visit our stand to learn more about our products and services.

The Gifted Minds team is different. Our aim is to assess and identify your child’s profile of intellectual strengths and weaknesses and to help you understand and cater for this. We look beyond IQ scores and try to help you determine how personal intensities and sensitivities impact in the classroom. We look for creativity in responses and are skilled at finding creative-divergent children whose gifted may be ‘invisible’ in the classroom. We have learned to assess acutely, looking for nuances, while staying within protocol. We change our pace based on the child’s individual need to reflect, or to go faster. These are skills that Fiona and Minh have acquired from their many years getting to know these children. And that is how we’re different. We know your children, we understand them and we love working with them.