IGNITE THE SPARK FUEL THE FIRE
Collaborating for Differentiation

UNSW Kensington Campus
27 May 2019

Conference Program
The School of Education earned an Excellence in Research for Australia ranking of ‘well above world standard’ for research in 2018. Our non-award professional learning courses are NESA-endorsed at Proficient, Highly Accomplished, and Lead level.

To read more and register for a one-or two-day professional learning workshop, visit our website: education.arts.unsw.edu.au/events

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<td><strong>Educational Psychology</strong></td>
<td>Promoting teacher wellbeing: What can teachers and schools do? Dr Rebecca Collie</td>
<td>T2 9 May</td>
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<td></td>
<td>Managing learner cognitive load for more efficient learning Professor Slava Kalyuga</td>
<td>T2 30 May</td>
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<td>Learning, motivation, and engagement: Strategies and approaches that work Dr Paul Evans and Professor Andrew Martin</td>
<td>T3 14 Aug</td>
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<td><strong>Language and Literacy</strong></td>
<td>Literate Parents: The gift that keeps on giving Dr Rose Amazan</td>
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<td>Associate Professor Andy Gao</td>
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<td><strong>Special Education</strong></td>
<td>Sexuality education and students with intellectual disability and autism: Using evidence-based practices to develop students’ knowledge and skills Professor Iva Strnadova and Julie Loblinzk</td>
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<td>Transition planning for students with disability pre-K-12 Dr Sue O’Neill</td>
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<td>Mobile technology as part of universal design for learning implementation Associate Professor Terry Cumming and Assistant Professor Jamie Linn Gunderson</td>
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<td>Using Photovoice with students with autism spectrum disorder to support their engagement in high school Dr Joanne Danker</td>
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<td><strong>Educational Policy &amp; Leadership</strong></td>
<td>Identifying good evidence in teaching: Avoiding the ‘extra stuff’, finding the ‘wins’ Dr Meghan Stacey and Associate Professor Nicole Mockler</td>
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<td>Instructional leadership for school improvement Associate Professor Scott Eacott</td>
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<td>Mentoring and Coaching (3-part workshop) Dr Tony Loughland &amp; Jorga Marrum</td>
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<td><strong>GERRIC</strong></td>
<td>Mini-COGE (Certificate of Gifted Education) Dr Peta Hay, Dr Geraldine Townend, Marie McGregor, Dianne Bond</td>
<td>Dates available across Terms 2, 3 and 4</td>
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*dates subject to change
Ignite the Spark, Fuel the Fire is an annual conference co-hosted by the UNSW School of Education and GERRIC, and the NSW Department of Education. The goal of the conferences is to showcase innovative strategies for differentiation, and this year the focus is on supporting all students’ learning through collaboration for differentiation: in the context of the classroom, whole school, and community of schools, as required by the NSW syllabuses for the Australian Curriculum.

The event will showcase presentations that will allow you to work with others to effectively differentiate for students. Today’s speakers will demonstrate effective collaborations of many varieties: between teachers, students and teachers, between schools and community organisations; in the classroom, the whole school setting, or across a community of schools. We hope the presentations offer a complement to those made in previous editions of the conference under the themes of leading differentiation, innovative differentiation and differentiating assessment.

We are honoured to have two excellent keynote speakers. Dr Denise Wood from Charles Sturt University, whose research has largely focused on gifted learners in rural settings, will challenge us today is to shift our classroom differentiation practices to the entire school. Deb Summerhayes, Director of Secondary Education at the NSW Department of Education, will draw on her career as a school principal to discuss the role school leaders play in leading differentiated learning for high potential and gifted students experiencing educational disadvantage.

Our 2019 presenters include researchers, educational advisors, classroom teachers and principals, making this conference a very valuable, NESA-registered professional learning experience on which to build differentiated classroom teaching and learning practice. We trust you will find this a valuable opportunity to form and strengthen your educational networks.

Thank you for your participation.

UNSW School of Education and GERRIC (The University of New South Wales)
NSW Department of Education
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<td>Welcome to country: Aunty Maxine Ryan, La Perouse Elder</td>
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<td>8:45am – 9:10am</td>
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<td>9:10am – 10:00am</td>
<td>Welcome: Professor Kim Beswick (Head of School of Education, UNSW Faculty of Arts &amp; Social Sciences) and Cheryl Best (Executive Director of Learning and Teaching, NSW Department of Education)</td>
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<td>9:10am – 10:00am</td>
<td>John Niland Scientia Building</td>
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<tr>
<td>10:10am – 11:00am</td>
<td>Keynote 1: Dr Denise Wood (Charles Sturt University). Differentiation: Beyond the classroom walls</td>
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<td>1:55pm – 2:45pm</td>
<td>Breakout session 4</td>
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<td>2:55pm – 3:45pm</td>
<td>Keynote 2 - Deb Summerhayes (Director, Secondary Education, NSW Department of Education). Leading Learning for High Potential and Gifted Students</td>
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<td>3:45pm – 4:00pm</td>
<td>Close of conference</td>
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Important information

**Rooms**

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<td>Foyer</td>
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<td>Outside CLB</td>
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**Toilets**

CLB toilets are located on the front external wall of the building. An accessible bathroom is located on the mezzanine level inside CLB. Additional bathroom facilities can be found at the UNSW library.

**Name Tags**

For security reasons, please wear your name tag at all times throughout the conference. Only badge holders will have access to:
- conference sessions
- food
- exhibitor spaces.

**NESA Accreditation**

If you have not provided us with your 6 digit NESA accreditation number yet, please email gerric@unsw.edu.au with your full name and NESA number, with “Ignite Conference accreditation” as the subject.
Dr Denise Wood has been involved with gifted education over a period of nearly three decades, working in regional NSW in schools, the community, early childhood and higher education. Teaching in one of the first opportunity classes established beyond the Blue Mountains highlighted how a gap can exist between one classroom and the rest of the school, and how the community can sometimes constrain the gifted learner through misunderstanding and assumption. Denise has worked with practicing and preservice teachers, school leadership, and families. Reflecting on many years of engagement in these various levels, and wondering what the next steps might be led to the concept behind this presentation.

Dr Wood’s research has focussed largely on gifted learners in rural settings – their teachers, their schools, their engagement with popular culture and their talent development. This reflects her passion for understanding the lived experiences of gifted young people, their families and their teachers.

Differentiation: Beyond the Classroom Walls

For many years now teachers have been supported to differentiate the learning experiences and programme within their classroom, using frameworks from literature (i.e. Maker, Tomlinson) to guide practice. Such a focus on the classroom supported teachers to consider gifted learners in one context – this classroom, with this teacher and these peers. Many gifted learners have thus been engaged and their learning has been nurtured and improved. Great things have been achieved!

For many years, gifted education has been guided by a number of models of gifted and talented development that provide frameworks for programs and provisions, and suggest focus areas of need to address (i.e. Gagne, 2009, Silverman, 1989; Sternberg, 1985; Renzulli, 1976, 1977; Tannenbaum, 1983; Tomlinson, 1999, 2004) and there are many sources of ideas, strategies, hints and examples to support the quality teaching of gifted learners. All of these provided a great deal of content for the classroom teacher committed to best practice for gifted learners. Over a number of decades now awareness has been raised and change has come about.

However, this presentation raises a provocation. What if classroom differentiation only scratches the surface? Is it enough to report that classrooms are differentiated, without considering the whole of school setting?

Over many years of working in schools, in community settings, in higher education and with gifted learners and their families my attention has been drawn to a bigger picture. There have been many opportunities to collaborate – crossing the fence lines of school, university, community groups to develop partnerships that offer authentic and challenging learning for gifted students. The collective wisdom gained from working together brings opportunities for creative thinking, knowledge production, surprising discoveries.

In a thought experiment, I will explore what whole of school differentiation might look like, and challenge current practice. We will consider the systemic approach towards gifted education suggested by Ziegler and Stoeger (2012) in the context of the whole school. We will explore the potential of collaborative connections between educators and the community to impact on our gifted learners and their talent development. It may be a fantastical concept – and perhaps the realities of school now may be challenges that appear monumental. But it may also help us to take the next steps in creating school environments that provide a long term differentiated learning opportunity for gifted students.
Connection: The social and emotional side to differentiation
Liane Barden – Teacher, Floraville Public School

Collaboration within the classroom – PRIMARY (CLB 1)

The intelligence of gifted and talented students is a given, yet many of these children can still struggle to learn. This presentation explores the social and emotional connections that successful learners require, and how collaboration addresses their differences through flexibility. We will examine how, in a year 5/6 Opportunity Class, creating social and emotional connections led to innovative and engaging programs using collaborative learning groups integrated across all areas of learning. I will demonstrate how to scaffold collaborative roles within learning groups to address student weaknesses by building in failure and risk as part of daily learning, then discuss strategies for creating social, emotional and practical safety nets in the classroom: teaching students to embrace risk as a necessary learning tool. In a flexible, collaborative classroom, given choices, the students are invested in decision making and with that the responsibility for success lies with them. I will outline how as facilitators, teachers collaborate with their students to construct a classroom environment that differentiates the learning spaces to support social and emotional growth.

Liane Barden is currently a year 5/6 teacher at Floraville Public School and for the last 5 years was the Opportunity Class teacher at Jewells Primary School, teaching a GATS class of year 5/6 students. She has been involved in the Hunter GATS Committee and Regional GATS network of schools, designing collaborative programs across the OC classes. She has been a teacher with NSW public schools since 1995. For 5 years she worked at Westfields and Hunter Sports High Schools as a head coach in the Talented Athlete Program for basketball. Since returning to the primary setting, she has been mentoring staff and presenting at the local community of schools professional development in Critical and Creative Thinking and Future Focused Learning. In 2018 she led a STEM initiative in collaboration with the feeder high school in robotics.

Science Unlimited: Innovations in high school science instruction
Dr Sham Nair – Science Advisor (7 – 12), NSW Department of Education

Collaboration between educators of high school science - SECONDARY (CLB 3)

In 2018, NESA implemented six Stage 6 science syllabuses in NSW schools: four syllabuses were revitalised, while the remaining two were new. All include numerous innovations including new content, emphasis on the nature and processes of science, depth studies and research investigations. These innovations provide opportunities for students to engage deeply with science, as well as to become associated with scientific research and its processes. This new teaching landscape is both trepidatious and exciting for science teachers. How can teachers create dynamic collaborative learning environments that provide differentiated opportunities for students of all abilities to thrive? In this presentation, I will discuss how science teachers, as part of Professional Learning Communities, can produce innovative differentiated units of work to enable deep learning in students. These units of work are accompanied by low impact assessments that provide both teachers and students insights into teaching and learning processes. Science education is undergoing a transformation, and such efforts will heighten science literacy in schools and the general population.
Dr Sham Nair is a Science Advisor with the NSW Department of Education. His career spans academia, scientific research and school teaching. Trained as a molecular biologist, Dr Nair’s research interests focussed on the intersection between immunology and genomics in a variety of organisms. As an academic, he has taught a number of undergraduate courses and supervised research students in postgraduate degree programs. After a research visit to the Carl Wieman Science Education Initiative in Canada, Dr Nair became involved in science education research and has been a science teacher in NSW schools. Dr Nair is currently the Science Advisor (7-12) at the NSW Department of Education.

**Maths and science - Collaborate and differentiate**  
Sarah Bryce – Year 5 OC teacher, Mona Vale Public School  
Collaboration between students, educators, parents, other schools and educational institutions – PRIMARY/SECONDARY (CLB 4)

How can we utilise maths/science collaboration for differentiation - between students, teachers and students and the student/teacher/parent team? Ideas will include looking at Sydney Distance Ed / Adobe Connect avenues which have worked to connect students/teachers, and other resources exceptionally good for gifted students such as Maths300 and The Jason Project. We will also look at how we have developed our STANSW process (Science Teachers of NSW science investigations competition) to include data investigation in depth and application of science life skills (including rubrics for 21st century collaboration skills). How can you develop a great working relationship with other educational institutions? We have worked at Macquarie University with the Physiotherapy Department and Museum of Ancient Cultures with fabulous curricular outcomes for our students. At Mona Vale OC we have also had the great opportunity recently of collaborating with Manly Selective High School teachers in a Stage 3 to Stage 4 literacy transition project looking at how we teach the use of textual evidence or quotes. I look forward to sharing some practical ideas from that experience with you.

Sarah Bryce is a Year 5 opportunity class teacher at Mona Vale Public School. She has specialised in gifted education over the last twelve or so years and was introduced to many great concepts and strategies related to this during her COGE at UNSW! She currently teaches the Year 5 OC class at Mona Vale Public School and loves helping all gifted students to reach their potential. This requires collaboration with students, parents, teachers, schools and beyond. Applied learning is a crucial part of the learning process for gifted students, so opportunities for this are actively sought, trialled, and reflected and improved upon.
Putting collaboration with students at the heart of effective differentiation
Annika Elmore & Claire Thickett – Curriculum Advisors, NSW Department of Education

Collaboration between students and teachers to design effective differentiation strategies – PRIMARY/SECONDARY TEACHERS, LEADERS (CLB 5)

What if we saw all our work as ensemble rather than solo? What if, in nearly all planning, decision making, and reflecting, we turned to our students and said, “How should we go about this? How would you like to show what you’re learning? How will we know what excellence looks like - for you, and for all of us?” (Tomlinson, 2018). Building on research, pedagogy and classroom practice, this presentation will develop a shared understanding of what it means to collaborate respectfully with our students in order to plan and implement differentiated learning in our classrooms. Participants will be introduced to activities that model how to effectively build rapport and respectful relationships with students leading to authentic communication and collaboration about what students are learning, why that learning is important and how they might learn and demonstrate their learning. Teachers will learn how to: utilise a variety of strategies in order to build respectful learning relationships, collaborate with students to work as co-designers at every level of planning, programming and evaluating differentiated units of work, and include opportunities for conferencing with students as part of assessment for, as, and of learning.

Annika Elmore and Claire Thickett are currently Curriculum Advisors, School Services, NSW Department of Education. They work with school executives and classroom teachers within and across schools to deliver strategic support and help enhance quality teaching practice.
Differentiating outcomes: A whole school approach
Katherine Barrat, Cathie Wing, Jenny Naylor, Claire McDonald – Waitara Public School

Collaboration between educators across the whole school - PRIMARY (CLB 1)

We would like to present our whole school approach to differentiating outcomes in History, Geography and Science and Technology to allow our students to ‘break through the glass ceiling.’ Our approach is based on the work of Manoj Chandra Handa. Over the last year and a half we have used a collaborative approach to developing units of work in these key learning areas that has allowed us to truly find our ‘A’ students. Our presentation will include why our journey began, the process by which we develop units of work and the differentiated strategies we embed in them, some examples of student achievement and the team approach we use across the school.

Katherine Barrat (BA DipEd) has over 35 years of experience as a classroom teacher, Assistant Principal and Deputy Principal. She has been involved with curriculum implementation and led committees and school based initiatives in differentiation for many years. Kate has taught Opportunity Classes and GATS classes in Northern Sydney schools. The focus at Waitara Public School is to challenge all students through developing units of work which enable all learners to demonstrate what they know, understand and can do.

Claire McDonald B.Ed (Hons) has 17 years teaching experience in both England and Australia. She has a background in Early Years education and has worked in a variety of settings. She has a passion for inquiry based learning, having followed the Regio Emilio approach early in her career. Claire then taught at a PYP school, where she embraced the collaborative approach to planning. She is currently teaching a year 6 Opportunity Class. Claire purposefully integrates 21st century skills into her classroom practice. She co-ordinates a committee at Waitara Public School which aims to support the needs of gifted students whilst raising the learning expectations of all students. Over the last 2 years she has been developing units of work in Geography, History and Science and Technology using differentiated outcomes.

Jenny Naylor BA DipEd (Hons) COGE has 20 years of experience as a classroom teacher. She has a keen interest in gifted education and has been involved in school based committees supporting the needs of gifted and talented students for many years. She is currently an Opportunity Class teacher at Waitara Public School; a position she has held for the last eight years. Jenny has been developing units of work in Geography, History and Science and Technology using differentiated outcomes over the last two years. Interestingly, Jenny is also a crazy Wests Tigers supporter.

Catherine Wing B.Ed is a Stage 2 teacher at Waitara Public School. She strives to maximise learning outcomes for all students, embracing future focused teaching and learning principles in the classroom. Catherine displays a strong interest in inquiry-based learning, giving students autonomy in their learning and enabling student voice and choice. Catherine has been developing units of work in Geography, History and Science and Technology using differentiated outcomes over the last two years.
Collaboration for gifted student athletes
James Kozlowski - Principal, Endeavour Sports High School
Collaboration between school and external organisation – SECONDARY LEADERS (CLB 3)

Endeavour Sports High School has developed unique partnerships with the University of Sydney and elite sporting organisations, such as Sydney FC and the Sydney Swans, to deliver a sports program that is at the cutting edge of adolescent sporting talent development. These partnerships deliver the latest in sports science, expert coaching, player load management, mentoring, and strength and conditioning to their students. They are examples of how a school can work with expert external organisations to raise the quality of their internal programs. The presentation will reveal why and how these collaborative partnerships were formed, the challenges they presented, and their evolution and successes.

James Kozlowski has been the Principal of Endeavour Sports High School since 2015. In that time he has led the school from being in enrolment decline to now having to turn applicants away. The school was awarded the Government Secondary School of the Year in 2018 at the Australian Education Awards, and James was the recipient of a scholarship to Harvard University in the same year. James has led the development of a number of partnerships with external organisations to enhance programs at his school. James has a Masters of Education in management and leadership from the University of Sydney with his thesis centred on school improvement.

Yalaganj gifted and high potential Aboriginal students initiative
Stuart Keast – Instructional Leader, Yalaganj Initiative
Collaboration between school and community - PRIMARY/SECONDARY (CLB 4)

In this presentation, hear about a number of different experiences, opportunities, programs and professional learning run by the five Yalaganj schools in South Western Sydney. The Yalaganj initiative aims to identify and support Aboriginal students in years 2-6 with greater learning potential and provide additional and differentiated opportunities for them both inside and beyond the classroom. It uses data to help drive its programs and challenges schools and teachers to look differently at their students: your school, your context, your community - what are your needs?

Stuart Keast is an Instructional Leader with the Yalaganj initiative. Stuart has spent 3 years working on the Yalaganj initiative and was recently awarded the NSW AECG and AEC’s prestigious teacher award for Aboriginal Education. With previous experience as an Instructional leader, Deputy Principal and Assistant Principal, his knowledge, skills and experience have become greatly sought after.
Building a gifted and talented learning community
Sarah Williams – Deputy Principal, Newington Public School
Collaboration between educators across a community of schools – PRIMARY/SECONDARY LEADERS (CLB 5)

Through the sharing of one school’s journey and the building of a Gifted and Talented professional learning network across 11 schools Sydney-wide, this presentation will explore how a school can lay strong foundations to implement sound, evidence-based practice to meet the needs of gifted and talented students. From a leadership perspective, you will be taken through the school’s initiatives since 2015 in assessment (particularly formative), evidence-based practice and quality professional learning that has led to the development of a school’s comprehensive Gifted and Talented Education action plan; inclusive of assessment practices, identification processes and professional learning to drive differentiation. Sarah will take you through Newington Public School’s journey, including the building of a successful professional learning network, with the intention that participants will be able to adapt some of the practical ideas and processes to their school contexts, and apply to their school planning for a quality Gifted and Talented Education model. This presentation best suits school leaders, or those who are project leaders or leading educators in their schools’ gifted and talented initiatives with differentiation at its core. Sarah looks forward to sharing Newington Public School’s journey with you.

Sarah Williams is a Deputy Principal at Newington Public School, where she has lead in curriculum, assessment and gifted education, driving evidence-based practice, differentiation, instructional leadership, school planning and professional learning. Her passion for and practice in gifted education extends across three schools and for most of her 25-year career as a public educator. Sparked by small beginnings as an extension class teacher 20 years ago, Sarah’s passion for and interest in gifted and talented education has grown and evolved into her current leadership, with her most recent, innovative endeavour resulting in a community of schools (Majors Bay) gifted and talented network spanning 11 schools, with 39 members. Sarah has led the network, drawing on the expertise of others, building a strong professional learning community with a common goal to meet the needs of gifted and talented students. This has synonymously supported the development of GATE at Newington PS.
Postgraduate Study in Gifted Education

Flexible delivery of courses allows you to fit study around full-time work

Graduate Certificate and Masters can be completed fully online (specific courses only)

Commonwealth Supported Places for all eligible students

UNSW School of Education offers a Graduate Certificate and Master of Education (Gifted Education). These programs are designed for teachers who want to specialise in the field of gifted education.

The programs focus on contemporary issues involving gifted and talented students as well as the development of curricula and teaching strategies to meet their learning needs.

The completion of these programs will enhance your employability and give you an edge over your fellow educators through:

- access to tools to create a vibrant and stimulating environment in which gifted children can flourish
- up-to-date evidence based practice to meet the learning requirements of all gifted students.

MAINTENANCE OF ACCREDITATION

Postgraduate study that is directly relevant to the NESA Teacher Professional Standards can be used to maintain accreditation at Proficient, Highly Accomplished or Lead Teacher level.

LINKING THEORY WITH PRACTICE

Our key teaching staff are all members of the Gifted Education Research Group which forms an integral part of GERRIC, the pre-eminent centre of gifted education research at UNSW. This research informs the content of the courses studied in the program, giving you the most up-to-date practical solutions that can be applied directly in the classroom.

MASTER OF EDUCATION (Gifted Education)

Duration: One year full-time or part-time equivalent
Eight courses (48 units of credit):
- EDST5808 Key Concepts in Gifted Education
- EDST5448 Educational Research
- EDST5888 Project
- Three courses from options within the Gifted Education electives
- Two electives from the full range of Master of Education courses

For more detailed information about this program search for EDSTCS in: handbook.unsw.edu.au

GRADUATE CERTIFICATE IN EDUCATION (Gifted Education)

Duration: Six months full-time or part-time equivalent
Four courses (24 units of credit):
- EDST5808 Key Concepts in Gifted Education
- Three courses from options within the Gifted Education specialisation

For more detailed information about this program search for EDSTRS in: handbook.unsw.edu.au
UNSW School of Education's Doctor of Education (EdD) program is co-hosted with the Gonski Institute of Education (GIE). It is designed for education professionals working in schools and systems and serves the needs of individuals who wish to consolidate, refine, and expand their theoretical understandings, and to apply these in educational practice.

Graduates of the EdD program will be co-taught by world-class researchers and highly experienced educational leaders including GIE Director, Adrian Piccoli, and UNSW Professor of Educational Policy, Professor Pasi Sahlberg.

You'll receive rigorous scholarly training in a range of research methodologies and conduct high quality research that will have a powerful and lasting impact on research, policy, and professional practice.

The EdD is a cohort-based program designed to be undertaken part-time over four years, with the flexibility to adjust pace to complete in 3 years full-time or 6 years part-time if needed.

FLEXIBLE DELIVERY OF COURSES
Our courses are offered through a range of flexible delivery modes, including online and blended courses, intensive school holiday and weekend courses, self-directed learning, and evening classes.

COMMONWEALTH SUPPORTED PLACES FOR ELIGIBLE STUDENTS
Commonwealth supported places are available to domestic students making this a very affordable program. For further information visit unsw.edu.au/fees.

MAINTENANCE OF ACCREDITATION
Postgraduate study that is directly relevant to the NESA Teacher Professional Standards can be used to gain or maintain accreditation at Highly Accomplished or Lead Teacher level.

FURTHER INFORMATION
For more detailed information about this program:
W  https://www.handbook.unsw.edu.au
E  education@unsw.edu.au
Breakout Session 3  

12.20pm - 1.10pm

Building robust learning and teaching networks across NSW  
Barbara Ryan – K-6 Curriculum Project Advisor, NSW Department of Education  
Ananda Horton – K-6 Primary Curriculum Advisor, NSW Department of Education  
Collaboration between teachers and Curriculum Advisors- PRIMARY (CLB 1)

This presentation will provide participants with an understanding of the characteristics of quality, sustainable networks that develop leadership capacity, cultivate curriculum content expertise and improve teaching practice, leading to improved student learning outcomes.

The leadership and expertise of the NSW Department of Education’s curriculum advisors in developing sustainable models of curriculum support will be explored using practical examples. Effective collaborative practice will also be investigated as a means of addressing consistency with wider policy trends and research, implications of time constraints, the effective engagement of experts, challenging existing ideas and how to engage and build capacity of teachers.

Barbara Ryan has had a broad range of experiences working in the education sector for over 40 years. She draws on her practical experience as a classroom teacher, Assistant Principal, university lecturer, environmental officer, technology consultant and a STEM leader. Barbara is a passionate educator who is highly committed to growing learning communities through collegial networks.

Ananda Horton has 20 years experience as a classroom teacher and Assistant Principal. Ananda is passionate about quality teaching and learning and has worked extensively in supporting professional learning for teachers through collaborative practices. A focus on student learning is at the centre of each collaborative opportunity. Ananda has a deep understanding of practical approaches to formative assessment and changing practice through collaboration.

Teaching science in a virtual environment  
Dr Silvia Rudmann – Teacher, Aurora College & Gorokan High School  
Collaboration between educators across many schools in a virtual environment - SECONDARY (CLB 3)

‘Teaching science in a virtual environment’ workshop will focus in how the collaboration between all stakeholders in Aurora College is managed to develop teaching and learning strategies to cater for gifted students and twice exceptional students, and how those strategies serve the nature of Aurora College as virtual school for rural and remote students and teachers across the state. Collaboration between all stakeholders is essential for successful learning and this means not only between teachers in the same KLA but across KLAs and the support learning team. The research-based collaboration between all stakeholders in Aurora College to differentiate the curriculum to cater for the 21st Century learner will be discussed. Activities for the participants to take home will be demonstrated.

Dr Silvia Rudmann has been teaching at university and public high schools for over 20 years. Her passion for Science and gifted education lead her to complete her PhD in Biology and the GERRIC Certificate of
Gifted Education with the UNSW. She is currently teaching selective classes at Gorokan High School (Central Coast of NSW) and she is a staff member and researcher of Aurora College (selective virtual school) teaching for the remote and rural education initiative. Silvia is an active member of the Science Teachers’ Association of NSW, presenting in conferences and training teachers in science education. She is the author lead of the award winner textbook series for year 11 and 12 Investigating Science in Focus and currently writing the curriculum foundation course for Biology at RMIT University in Melbourne.

‘To be or not to be?’ That is the inquiry question
Jessica McCarthy – Head Teacher Teaching & Learning, Mosman High School
Collaboration between educators across all key learning areas – PRIMARY/SECONDARY (CLB4)

This presentation will guide participants to create exciting inquiry questions that hook students into a unit of work. Through exemplars of practice, participants will understand how a strong driving question can shape a whole programme of learning. By working collaboratively, participants will understand how to leverage not only their faculty colleagues in the development of inquiry questions, but also how to then expand this collaboration across faculty areas to design cross curricula units of work. The presentation will outline how to capture the focus of the topic, use differentiated questions and challenge students to think beyond what is asked of them to create innovative assessable products.

Jessica McCarthy has been teaching Visual Arts since 2005, and has also taught Academic Extension for 8 years and STEM for 3 years. She has presented on numerous occasions at an array of conferences including Inspire Innovate, Unleash the Gifted Potential, VADEA, and internationally at ISTE and EdmodoCon about how 21st Century skills can engage students across the curriculum. Jessica has a passion for teaching and trying new approaches to learning. Now as Head Teacher Teaching and Learning, she is leading programming and professional learning at her school and helps teachers integrate project based learning, future focused pedagogies, visible learning and differentiated curriculums into all faculties.

The recent NSW Disability Strategy: How does it interface with disability discrimination legislation and with other departmental policies? Does ‘inclusion’ always mean all? And should it?
Carol Barnes – GLD Australia
Collaboration among schools, families and parent advocacy groups – PRIMARY/SECONDARY/LEADERS (CLB 5)

In February 2019, the NSW Department of Education released its latest Disability Strategy. According to the Minister at that time, the new Strategy would help to accommodate the growing number of students with disability to ensure that they have access to an education system that is better equipped to meet their needs. The Strategy was drafted after lengthy and multiple consultations throughout 2018 with a wide range of stakeholders who were asked on many occasions to collaborate in its preparation. The impetus for its formulation stemmed from the recommendations of the 2017 NSW Upper House Inquiry into the education and disability. The new Strategy foreshadows that students with disability should be embraced by their schools and fellow students, have the support of friends, learn to their fullest capacity, feel a sense of belonging, fully participate in their learning, evidence demonstrable learning, be supported by teaching strategies tailored to meet their individual needs, thrive academically and realise their full potential.
One important aspect of the new Strategy is collaboration among schools, families and parent advocacy groups, including the introduction of an online tool designed not only to facilitate school/family collaboration, but also to connect families directly with each other to share their experiences and expertise. This presentation will consider the population of students which these aspirational and optimistic goals are meant to target. Does the Strategy purport to require schools to do anything new, not already mandated under disability discrimination legislation or recommended under other departmental policies? The Strategy relies on, and stems from, the notion of inclusive education (and by extrapolation, the necessity for differentiation in mixed-ability mainstream classes where every student is included). But what of those who assert that there are some students who, politically incorrect as it may seem, should NOT be included?

Carol Barnes is an Australian-trained lawyer and an honorary Visiting Fellow (gifted education) at GERRIC within the UNSW School of Education. She is national coordinator and Sydney meeting convenor for GLD Australia, a not-for-profit online learning community focussing on gifted learners with disability (GLD). Carol is also vice-president/parent support group convenor of the Queensland gifted association’s branch on the Gold Coast, where she is a PhD candidate in Law at Bond University. Carol’s PhD topic focusses on Australian law relating to disability adjustments for assessment in the context of GLD students. Since 2009, Carol has made over 130 presentations on GLD at schools and universities in Australia and at gifted, disability, medical, and legal conferences here and overseas. She has also consulted on GLD to government departments and statutory authorities and has testified on GLD before parliamentary inquiries.
TNT - Supporting high achievers in mathematics to be dynamite!
Rebecca Palmer – Assistant Principal, Kurmond Public School
Collaboration between school leaders, expert teachers and the Learning Support Team - PRIMARY (CLB 1)

This presentation will look at how one school has used the TENS program model to provide differentiation and extension for high achieving students in mathematics. The introduction of the Targeted Numeracy Program (TNT) involved the collaboration between school leaders, expert teachers and the Learning Support Team in order to provide consistent and focused instruction for students in the areas of additive strategies, place value and multiplicative thinking. It has encouraged teachers to consider the growth and achievement of all students, not just those below expected standards. The program has led to the development of targeted and focused teaching and learning activities, higher student engagement and achievement, and a renewed vigour across the school for the effective teaching of mathematics.

Rebecca Palmer has over 14 years of teaching experience across a range of school settings. Rebecca currently leads the Numeracy priority team in her school, which is focused on improving the quality of mathematics teaching in every classroom, including developing positive mathematical mindsets, applying the principles of Visible Learning to mathematics, and the effective use of resources including technology. She was previously part of the Glenmore Park Learning Alliance, as a member of the Mathematics syllabus implementation team and as the leader of the Science syllabus implementation team. Rebecca is a member of the Mathematics Association of New South Wales (MANSW) and is currently studying the Graduate Certificate of Primary Mathematics at Western Sydney University.

Enhancing teacher efficacy when differentiating in all classrooms
Dr Geraldine Townend - Lecturer, School of Education, Faculty of Arts & Social Sciences UNSW
Collaboration between teachers across all key learning areas - SECONDARY (CLB 3)

Meeting the broad range of learning needs in any classroom can be one of the most challenging aspects of teaching; underachieving gifted students may be particularly challenging for teachers to identify and support. Research indicates that this group of students are often missed in our education system, but some of the most complex tasks for teachers can be applying the research to inform effective differentiation. This research-based presentation presents two useful practices that all teachers, across all year levels, working in all KLAs, can use to engage gifted and underachieving gifted students in their classes. The focus of this presentation will be on providing hands-on tools to enhance teacher efficacy when differentiating in our diverse classrooms.

Dr Geraldine Townend is a published academic with over a decade of experience in the field of gifted education, having expertise in the area of twice exceptionality. Geraldine is a lecturer and research fellow at GERRIC and supports educators in the areas of gifted education and special learning needs. Her research interests focus on supporting gifted and twice-exceptional students to aspire to their potential in education, which includes the development of positive academic self-concept.
Use of gamification to promote differentiation
Claire Seldon – Learning Designer, NSW Department of Education
Collaboration between groups of students – PRIMARY/SECONDARY (CLB 4)

Gamification is the act of redesigning lessons, activities or units of work to incorporate elements of good game design in order to improve engagement and learning outcomes. Elements of good game design include story, discovery, chance, choice and problem solving. Applying these to educational activities allows teachers to differentiate across a broad range of student interests and abilities. Gamified activities are a great way to promote communication and collaboration between students. This session will include some hands on examples of how to adapt lessons or activities with gamification as well a demonstration of a group collaboration activity that promotes higher order thinking and communication between students.

Claire Seldon is a Science and Technology teacher who works as a Learning Designer with the NSW Department of Education. She uses her ICT background to create digital teaching resources for students to use in the classroom with a focus on gamification and emerging VR/AR/MR experiences.

REACH: Connecting gifted learners
Jan Robinson - Education Officer: Gifted Education K-12, Sydney Catholic School’s Inner Western Region
Collaboration between students within and between schools – PRIMARY/SECONDARY LEADERS (CLB 5)

Three years in development, REACH is a framework for developing units of high challenge learning to connect gifted students within and between schools, as a means of differentiating in class. Aligned with syllabus outcomes, it connects and extends gifted students while providing opportunity to work with like-ability peers from other settings. Co-facilitated by the developing teachers and teachers in each school, REACH incorporates student interaction online via google docs, hangouts and is exploring further ways to function effectively to support gifted student interaction so that they learn from each other and provide critical feedback to each other as well.

Jan Robinson has experience teaching in the UK and Australia over a period of 30 years. Jan has experience in Curriculum Development & Gifted Education, coordinating both of these areas K-10 for an Independent girls’ school in Sydney over a number of years. She holds a COGE Certificate and Masters in Gifted Education, and has developed and presented professional development on a range of topics within the field of Gifted Education within the Catholic School system, in a number of Independent school settings, for professional associations she is affiliated with, and at previous Gifted Conferences at both a Primary and Secondary level. Currently in the role of Education Officer: Gifted Education K-12 for Sydney Catholic School’s Inner Western Region, Jan has developed and co-written Professional Learning programs and resources for gifted education, including two online learning courses that have been Accredited as 6 specified credit points for the subject Teaching Gifted Students, for teachers intending to enrol in the Master of Education course at Wollongong University. As Education Officer: Gifted Education K-12, Jan’s key work is supporting the 52 schools of the Inner Western Region in developing of quality gifted education programs, working with school leaders and teachers. Jan also has a role on the panels that review and evaluate the quality of support for gifted students in Newman Selective Program Schools when they seek to be accredited or to maintain accreditation in this Program.
Deb Summerhayes has been a passionate educator in NSW Public Education for the last thirty years.

As a classroom teacher, Literacy Consultant, Head Teacher, Deputy Principal, Principal, Director, Educational Leadership and now Director, Secondary Education, Deb has led school communities for continuous school improvement and improved learning and life outcomes for students. Deb does not believe a postcode should determine a young person’s life options and has been committed to leading, supporting and collaborating with students, families, and staff in complex school communities in Sydney’s Western and South Western suburbs. Every student in a school should be valued, known and cared for and Deb believes it is the job of educators to ensure every student, in every classroom, in every school in NSW has access to a quality education where their learning and wellbeing needs are understood and catered for.

As Director, Educational Leadership Deb has led the professional development of principals and aspiring school leaders to be educational leaders, with a focus on effective instructional leadership. As Director, Secondary Education her focus is on supporting teachers to be experts in curriculum planning, programming and pedagogy and supporting school leaders to lead learning in their schools.

Leading Learning for High Potential and Gifted Students

High potential and gifted students are represented across all communities in New South Wales. Those who may experience additional challenges in achieving their potential include Aboriginal students, students with disability, students from low socio-economic backgrounds, students from diverse cultural and linguistic backgrounds, rural and remote students and students at risk. The provision of tailored support to access educational opportunities, along with effective collaboration within, between and beyond schools can help students overcome some of the educational disadvantage that they have experienced. The presentation will address the role of leaders at all levels in schools (Principals, executive members and teachers) and systems and the role they play in leading differentiated learning for high potential and gifted students who experience educational disadvantage to improve their engagement, learning and achievement.
Are you a student in Year 3 – 10 at an Australian school? Are you bright, intellectually inquisitive and looking for something more challenging, more intellectually demanding, and more fun than you may sometimes experience in school? Would you like to take part in a program that will really stretch your mind?

GERRIC offers a range of school-holiday programs for gifted and talented students (generally students who are capable of performing in the top 10% of their age-peers) for students from years 3 -10. The GERRIC holiday programs will open students’ minds to abilities they may have not suspected they possessed, and opportunities to use those abilities to the fullest during a 3 day program at the UNSW Kensington Campus or at our partner school, Matraville Sports High School.

JUNIOR SCIENTIA
Years 3-6
The courses in Junior Scientia are developed and presented by teachers qualified in gifted education and aim to encourage the interests and curiosity of gifted children. The level of difficulty in the courses is generally two years above the enrolled school level of the child, providing a rigorous and challenging program for gifted students.

SCIENTIA CHALLENGE
Year 7-10
The courses in the Scientia Challenge are developed and presented by academics at UNSW or PhD students. The level of difficulty in the courses is aimed at two years higher than the students’ grade level, providing a rigorous and challenging program that goes beyond the scope of their school curriculum to engage and pique students’ interests.

WORKSHOPS
We offer workshops in a huge range of topics, from art to engineering, with everything in between! Giving gifted students an avenue to explore their passions helps extend their thinking and reignite a passion for learning.

SOCIAL BENEFITS
Gifted learners are provided with the opportunity to be surrounded by and engage with like-minded peers who share their interests.

EQUITY
Scholarships and advanced placement are available.

FURTHER INFORMATION
W: tinyurl.com/GERRICSP
E: gerric@unsw.edu.au
P: (02) 9385 1972
UNSW School of Education offers a wide range of formal postgraduate coursework programs for qualified educational professionals. We offer Graduate Certificates and Masters programs. Graduates are equipped to progress into specialist fields of education or leadership roles within their existing fields, or into higher degree research.

FLEXIBLE DELIVERY
Our courses are offered through a range of flexible delivery modes, including online and blended courses, intensive school holiday courses, self-directed learning and evening classes.

MID-TERM INTAKE
We accept mid-year enrolments, meaning you do not have to wait until the following calendar year to get started with your studies.

COMMONWEALTH SUPPORTED PLACES
We offer Commonwealth Supported Places to domestic students. This makes studying much more affordable and therefore more appealing.

MAINTENANCE OF ACCREDITATION
Postgraduate study that is directly relevant to the NESA Teacher Professional Standards can be used to gain or maintain accreditation at Highly Accomplished or Lead Teacher level.

AREAS OF SPECIALISATION
The School of Education offers areas of specialised study:
- Educational Leadership
- Curriculum & Assessment
- Educational Psychology
- Educational Studies
- Gifted Education
- Higher Education
- Special Education
- TESOL

PATHWAY TO RESEARCH
The Master of Education programs can provide a pathway for teachers into the UNSW School of Education Higher Degree Research Programs. For more information, contact the school.

FURTHER INFORMATION
For further information about our postgraduate programs please visit:

education.arts.unsw.edu.au/students/study/postgraduate-coursework/

School of Education
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UNSW School of Education offers a suite of comprehensive accredited professional learning courses, single and multi-day workshops and symposiums for qualified teachers. Our courses are held on-campus, with the option of being delivered at your school, and are led by experts in their various discipline areas.

**Mini-COGE**

A 16-hour in-service course delivered over two or more days for up to 25 staff members.

GERRIC’s Mini Certificate of Gifted Education (Mini-COGE) provides substantial professional development to teachers and school leaders. The Mini-COGE can be delivered to individual schools or to clusters of schools in metropolitan or regional areas.

The Mini-COGE offers teachers a thorough overview of definitions and models of giftedness and talent, identification of gifted children, and practical guidelines on how to plan differentiated units of work for classroom delivery.

Teachers will have the opportunity to review processes currently in place in their school and classroom plans with a specialist academic in gifted education.

The flexible delivery and interactive nature of the workshop makes it a very popular option for school Professional Development days.

For small groups (less than 25) or individual teachers, the Mini-COGE held on campus at UNSW Sydney throughout the year may be a more suitable option. Be sure to book in advance as this course fills quickly. Bookings can be made online via: https://tinyurl.com/GERRICMC.

**What teachers are saying about the Mini-COGE:**

"...this course has inspired, motivated and better equipped me to program really well and genuinely be able to cater to all needs, especially G&T students." – Anna, Classroom Teacher at Ashbury Public School

"The activities and materials were relevant and highly-adaptable to any school context." – Helen, Classroom Teacher at Lambton High School

Teachers or families of Gifted and Talented students may be interested in our other workshops and programs:

- Our GERRIC Student Programs, run during the school holidays, offer a program specifically designed to engage and challenge gifted children in Years 3-10. The next program will be held July 9 - 11, 2019. Bookings will open in June.

Completing the Mini-COGE will contribute 16 hours of NSW Education Standards Authority (NESA) Registered PD addressing 1.1.2, 1.5.2, 2.1.2, 3.2.2, and 6.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.
Thank you to our sponsors.