



CALL FOR PAPERS

Wallace Symposium

14 Dec 2009

www.education.uiowa.edu/belinblank/

Asia-Pacific Gifted 2010

26 Jan 2010

www.gifted2010.com.au/call-for-papers/

European Association for High Abilities

28 Feb 2010

www.echa2010.eu/

Can't get to a conference? Check out SENG's webinars!

www.sengifted.org/webinar_program.shtml

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Message from your chairperson

Ko te ao o te kowhai. It is said a sign of spring is when yellow is in bloom; the kina are said to be fat. I am reminded of the opportunities for growth this season brings each time I wander into my garden. Gifted and talented education has undergone some testing times—not unlike the long winter months—but I feel optimistic that we will move forward.

Our first newsletter highlighted the Budget '09 cuts to advisory services which were announced in the days leading up to Gifted Awareness Week. In collaboration with other organisations in New Zealand, giftEDnz advocated to our politicians, raising awareness of the state of gifted education. It worked!

The Hon Heather Roy, the Associate Minister of Education,

who holds the portfolio for gifted and talented education, invited me to meet with her on behalf of giftEDnz in June. This meeting provided an opportunity for discussing our organisations' membership, goals and priorities.

As a result of that meeting, I was asked to co-facilitate a meeting of all those involved in Gifted Awareness Week in August. A summary of the outcomes of that meeting is provided on page 2. Thank you to our members who provided input into both meetings.

I believe we are in a time of change in education and our field is certainly feeling the impact. However, for the first time we have a Minister holding a portfolio for gifted and talented education. She has demon-

strated a collaborative and consultative approach to decision-making. And, importantly, she recognises the membership of giftEDnz, your needs and contributions.

As you can imagine, much of the Board's work these past few months has been the coordination of these activities, and ensuring your voices are heard. I certainly appreciated the support and input of the Board as I dove head first into new waters!

Finally, I am very pleased to welcome our co-opted Board members. Sue Breen brings a wealth of experience working with young gifted children. Leeana Herewini, Laura Hawksworth and Hinetai Tait are sharing responsibility for representing Maori perspectives.

Tracy Riley

Gifted Awareness Week 2009

Raising awareness through advocacy was achieved through collaborative efforts the week of June 15th to 22nd. Some highlights of the week's celebrations included:

- Questions in the House regarding Vote Education 09 and specifically funding for gifted and talented
- Postings on the Hon Trevor Mallard and the Hon Heather Roy's party blog sites about

gifted and talented education

- Tracy Riley was invited to meet with the Hon Heather Roy to discuss the goals and purposes of giftEDnz in June.

- A Working Group on Gifted and Talented Education met in August at the invitation of the Hon Heather Roy. The meeting was co-facilitated by giftEDnz and the Ministry of Education

- Media reports, including newspapers, radio and television

- A competition with over 400 entries (see page 4 for details)

- Responses from all political parties to the Letter Writing Campaign

Thanks for all the effort and energy put into this important week's activities. The organisations plan to work together again in 2010. If you have ideas or would like to be involved, please let us know! Email us at giftednz@gmail.com

Working Group on Gifted and Talented Education

giftEDnz

Gifted Kids Programme

Canterbury Association for Gifted Children and Youth

Christchurch Association for Gifted Education

Gifted Education Centre

North Canterbury Support for Gifted and Talented Children

REACH Education Consultancy

Waikato Association for Gifted Children

New Zealand Association for Gifted Children

Wellington Association for Gifted Children

Otago Association for the Gifted and Talented

What principles should underpin shared delivery of provisions for gifted and talented students?

This was just one question discussed at the meeting of providers initiated by the Hon Heather Roy in August. This article summarises some of the supported principles of gifted education – as expressed by parents and professionals at the meeting. These are the messages presented to the Minister as she makes decisions around the future initiatives for gifted and talented education, but they are equally important for all working with those with special abilities.

It is important that recognition be given to the **special needs** of gifted and talented students. This raises questions of our relationship with special education. Should gifted and talented education be part of, or sit alongside, special education? An important conclusion of the discussion was a need to align more closely with special education by recognising and accommodating the special needs of gifted and talented students; but in forging this relationship,

it is important that gifted and talented education is not subsumed by special education, but retains its unique and specialised identity.

There was strong support for a **continuum of provisions** – from within all classrooms to school-based to community-based, including alternative/private provisions.

Flexibility, continuity, certainty and sustainability – matched to individual needs – must be ensured. Our gifted young people need opportunities for **acceleration** (including early entry to school) and **enrichment**, and to engage with **like-minds**. Equally, those working with them, including their parents, need **ongoing professional development and support**.

It is vital that real **partnerships**, between homes, schools, communities, providers, and sponsors/businesses, are formed to ensure all involved work together. **Accountability**

at all levels was called for, including a need for some form of **quality assurance** so that parents, teachers, children, and others can make **informed choices**. **Transparency**, again, at all levels, and including the Ministry of Education, was urged.

Finally, and perhaps of greatest importance, the meeting called for **equity**. Giftedness and talent was seen as crossing all potential boundaries – and there is a recognised need for ensuring equitable opportunities across cultures, gender, socio-economic, disabilities, and locales. Of course, one of the goals of giftEDnz is to *advocate for equitable educational opportunities for gifted and talented students*.

Our ongoing challenge is to see these come to fruition in practice. It is our hope that giftEDnz can lead the way!

Tracy Riley

See full meeting notes at: <http://www.giftednz.org.nz/media.html>

Principles to Practices

The Working Group suggested a range of **potential** practices to support shared delivery:

1. NAG 1 Retained
2. Provision of Professional Development and Support at Pre- and In-service Levels
3. Stock-Take of Provisions Supporting Gifted and Talented Students
4. Resource Development
5. Development of School Clusters
6. Research
7. Aligning with Government Priorities and Ministry Initiatives
8. Recognition and Support for Homeschooling

These are further elaborated in the meeting notes: <http://www.giftednz.org.nz/media.html>

For the new Advisory Group, nominations were for Clive Sharpe, as a representative of private programmes for gifted children, their teachers and families and a representative of the New Zealand Association for Gifted Children to represent that organisation, their branches and other parent groups which are not branch members of NZAGC.

World Conference: Vancouver 2009

The 18th World Council for Gifted and Talented Children conference was held in September 2009 in Vancouver, Canada. It was a wonderful opportunity to collaborate with an international network of educators through the exchange of ideas and experiences based on research and best practice. More than 600 delegates attended from more than 40 countries, including a number from New Zealand.

Amongst the pre-conference workshops, including our very own Lynn Beresford of the Assessment and Counseling Centre for Gifted and Talented (Auckland) and Rose Blackett, President of the NZAGC, I attended a very practical and enjoyable session on creativity by Dr Don Treffinger, Director of the Center for Creative Learning in

Florida.

The keynote speakers presented food for thought on a range of challenges being faced by educational systems worldwide as they deal with rapidly advancing technology and changes to traditional views of learning theory and service delivery, with an emphasis on the curriculum needs of the gifted.

A considerable amount of interest was generated by the presentation by Dr Jack Naglieri, George Mason University (USA). He shared research findings from his Naglieri Nonverbal Ability Test, aimed at evaluating general ability without requiring the child to know a specific language or have prerequisite academic skills. Check out his website: <http://www.jacknaglieri.com/index.html>

A wide range of conference themes were on offer, allowing delegates to make choices from a large selection of areas ranging from characteristics, assessment and identification, creativity and the talent dimension, social and emotional aspects of giftedness to teacher training and parent and community interest.

2011 World Council Conference? Korea! I am sure I speak for all my New Zealand colleagues when I say that I am truly grateful for the opportunity to meet and collaborate with those who share a similar vision and resolve. Now it's time to put ideas into practice and start saving for the next one.

Elaine Le Sueur
University of Auckland

WCGTC: <https://world-gifted.org/>

New Zealand presenters included:

- Lynn Beresford
- Brenda Bicknell
- Rose Blackett
- Deb Clark
- Ann Easter
- Deb Fraser
- Lynda Garrett
- Mary Irvine
- Elaine Le Sueur
- Sara Meadows
- Errol Moore
- Louise Tapper
- Janna Wardman
- Sonia White

Recommendations

50 Philosophy Ideas You Really Need to Know

This is the title of an intriguing little book surely pre-destined to become a favoured possession of every teacher of gifted children. Beautifully presented, it's one of those books your hands reach out to hold even before your conscious will directs them to—and once you've opened the cover and started to read, consider yourself lost! Far, far more than a "quickie" summary, this is a remarkably succinct and lucid exposition of some of the great philosophical

questions that have absorbed, teased and entangled the best human minds since the beginning of rational thought. The exposition of each "question" is accompanied and illuminated by brilliantly chosen, often very witty examples. Timelines, "condensed ideas" and a useful glossary are included. Teachers with a philosophical bent themselves (hopefully all of us!) will thoroughly enjoy this little masterpiece, and many of the short chapters could be used directly with gifted students from intermediate age on.

Rosemary Cathcart

Resources for Philosophy

Dupre, Ben (2007). *50 philosophy ideas you really need to know*. London: Quercus Publishing Inc.

P4C: *Philosophy for Children*
www.p4c.org.nz

Hoagie's Gifted Education Page: *Philosophy*
www.hoagiesgifted.org/philosophy.htm

Kids' *Philosophy Slam*
www.philosophyslam.org/index.html

News Flash!

REACH Education Consultancy is simply delighted to announce that Michael Piechowski has kindly agreed to tour New Zealand next March. Michael is the person who translated Dabrowski's work on "overexcitabilities" into English, an insight of tremendous significance for gifted education worldwide. Michael himself has become celebrated for his own work in this field, especially his two books *Mellow Out* and, with Susan Daniels, *Living With Intensity*.

Visit the REACH website for more details about Michael's tour of New Zealand: <http://www.reachgifted.org.nz>



Michael Piechowski

Read a review of *Living with Intensity* online:
www.ejop.org/archives/Book%20review.pdf

Read a chapter by Michael and his colleagues on emotional life and psychotherapy of the gifted online:
<http://tiny.cc/uyKhq>

Find out more about *Mellow Out*: www.mellowout.us



A Winning Entry
of a Tall Poppy
from Alexandra
Kindergarten,
Central Otago

Congratulations!

The NZAGC Competition for Gifted Awareness Week was a huge success! With almost 400 entries from New Zealand and abroad, the judges were overwhelmed! You can check out more of the winning entries on their website and in the upcoming issue of *Tall Poppies*:

<http://www.giftedchildren.org.nz/>

Congratulations to all the winners!

Tall Poppy

Yesterday I painted the sky,
The clouds white,
The birds green.

Yesterday I drew the world.
The grass soft,
The trees old.

Yesterday I invented the universe.
The light bulbs glow,
The fridge is cold.

Today I rest, but tomorrow is full of new ideas.
**Winning Entry from Aoife, Fendalton Primary,
Christchurch**

A range of study awards, scholarships, fellowships, and sabbaticals which provide release from schools are available for teachers and principals. Visit the tki site to find out more!

http://professional-learning.tki.org.nz/learning_opportunities/scholarships_and_awards

2010 Study Opportunities

As you begin making your professional development plans for 2010, consider the following courses in gifted and talented education!

University of Auckland ... www.auckland.ac.nz

EDPROST 773: *An Advanced Study in Gifted Education* (postgraduate)

Semester 2, 2010, Face-to-face on the Epsom Campus

EDPROFST 319: *Teaching Gifted and Talented Students* (undergraduate)

Semester 1, 2010, Face-to-face on the Epsom Campus

EDPROFST 367: *Differentiation: Gifted Learners* (undergraduate)

Semester 1, 2010, Face-to-face on the Epsom Campus

Contact: Catherine Rawlinson, c.rawlinson@auckland.ac.nz

University of Canterbury ... www.canterbury.ac.nz

EDPI378 *Teaching Gifted Learners in the Primary Classroom* (undergraduate)

Semester 2, 2010, Face-to-face and distance

EDEM619 *Gifted Education: Issues and Strategies for New Zealand Education* (postgraduate)

Semesters 1 and 2, Face-to-face and distance

EDTL795 *Issues in the Education of the Gifted Learner* (graduate)

Semester 1, 2010, distance

EDTL796 *Strategies for Teaching and Learning in Gifted Education* (graduate)

Semester 2, 2010, distance

EDTL717 *Classroom Based Research for Teachers* (graduate)

Semester 1 and Semester 2, 2010, distance

These three courses are part of the Graduate Certificate in Gifted Education

Contact: Jenny Smith, jenny.smith@canterbury.ac.nz

Massey University ... www.massey.ac.nz

186339 *The Education of Gifted and Talented Students* (undergraduate)

Semester 2 2010, Online

186749 *Issues and Perspectives in the Education of Gifted and Talented Students* (postgraduate)

186750 *Principles and Practices in the Education of Gifted and Talented Students* (postgraduate)

Semesters 1 and 2, 2010 (22/02/10—11/01/10), Online

The two above courses are part of the PGDipEd (Gifted and Talented)

Contact: Tracy Riley, t.i.riley@massey.ac.nz

REACH Education Consultancy ... <http://www.reachgifted.org.nz/onlinecourse.htm>

Certificate in Effective Practice in Gifted Education

March to September, Online

Contact: Rosemary Cathcart, reacheducation@xtra.co.nz

University of Waikato ... www.waikato.ac.nz

HDCO524-010S (TGA) *Intelligence, Creativity and the Development of Talent* (postgraduate)

Summer School 2010 (5/01/10 - 15/01/10), Face-to-face on the Tauranga Campus

Contact: Roger Moltzen, rim@waikato.ac.nz

Student Voices

Thanks to their teachers: Anne Sturgess and Julie Rogers

Dannii Lee, an Edgcombe College Year 9 student, shares her perspectives

If you ever have the opportunity to join a gifted and talented programme you should take it because there are so many amazing experiences out there for you!

We have an excellent programme called Tuatahi which provides support and enrichment for gifted and talented students at school. A wide range of abilities and achievements are recognised and valued. I'm in Tuatahi because my strength is in academic learning.

Being in Tuatahi means my peers and I get to experience a lot of new things that we wouldn't have been able to anywhere else. So far we have learnt about endangered kiwis, how to co-operate well with each other, how to use team work well through activities such as orienteering, and much more. We have opportunities to learn about new things that don't really interest most students our

age.

Every term we have a Tuatahi trip and my favourite was to Hamilton! We visited Hillcrest High School where we found out just how huge a city school is. We also visited the University of Waikato where Dr Moltzen chatted with us. We even went to see the Leonardo da Vinci machines exhibition at the museum, followed by ten-pin bowling. It was a great day! I will never forget all the things I learnt.

Recently we had our learning retreat, which involved spending two days in a big shed on a kiwi-fruit orchard. We learnt about resilience by learning to juggle and also experienced working in teams

with people we had never worked with before. It was great being with kids who have fun thinking outside the square and enjoy having their thinking challenged.

It is such an exciting experience being part of Tuatahi; there are so many new things to discover and so many interesting people to meet. Soon we will start fundraising for a possible future trip overseas! Now that I have experienced all these new opportunities I cannot imagine what it would be like not to be a part of Tuatahi. There is a lot more out there for us to explore and I can't wait! I'm especially looking forward to being a Tuatahi leader and supporting younger students.

Dannii Lee



Cobham Intermediate School FPS Team reflect on their win!

"Future Problem Solving (FPS) teaches children how to think, not what to think," said Dr E. Torrance, the creator of the FPS programme. FPS is a six step process requiring students to think about how to identify challenges and propose solutions to issues that may arise in the future world.

Our team of four students from Cobham Intermediate School, Christchurch, which represented New Zealand in the Junior Division of the International FPS Finals, was asked to consider the challenges of and solutions to a global pandemic, set thirty years into the future, all in two hours followed by a dramatisation.

However, this programme involves much more than just two hours of thinking. Every team qualifying for a spot in the American-held finals must commit themselves to months of preparation. After climbing to national finals level, and coming out on top, we qualified for a spot at the 2009 International Conference, held at Michigan State University.

The following months were a challenge, as we had to accomplish two goals. The first was to raise nearly \$40,000 to attend and secondly to study the topic in great depth and probe into what may be possible in the future to cope with a pandemic.

The experience of travelling to the USA, seeing new places and doing fun things was amazing but we had a goal that we had worked incredibly hard for. The day of the competition came and it was intense but two agonizing days later we had a result to be proud of - second place out of fifty four teams.

Congratulations to the other NZ teams who all represented NZ so competently also.

Chun-Tang, Daniel, Brendan and Vincent

To find out more visit <http://fpsnz.co.nz/>

Congratulations

to Rose Blackett, an educational psychologist and president of the New Zealand Association for Gifted Children (NZAGC), who has been appointed to the US based SENG Board of Directors. This appointment is well-deserved recognition of Rose's commitment and dedication to meeting the unique social and emotional needs of gifted children and adults. It also once again puts kiwis on the 'world stage' in our contributions

to education!

SENG (Supporting Emotional Needs of the Gifted) is dedicated to fostering environments in which gifted individuals, in all their diversity, are understood, valued and nurtured.

In 1981, SENG was formed to bring attention to the unique emotional needs of gifted children. It provided adults with guidance, information, resources, and a forum to communicate about

raising and educating these children.

Today, SENG has expanded its goals to focus on not only gifted children, but also gifted adults. Many schools, communities, and organisations focus on the intellectual needs of gifted individuals. SENG brings attention to the unique social and emotional needs, which are often misunderstood or ignored. SENG is free to join and information is available at www.sengifted.org



Rose Blackett



<http://www.giftednz.org.nz/>

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**The Professional Association for
Gifted Education**

The goals of our association are:

- To advocate for equitable educational opportunities for gifted and talented students.
- To enhance the profile of gifted and talented education in New Zealand.
- To create a professional community for networking, supporting and learning.
- To encourage the pursuit and sharing of best practice in gifted and talented education.
- To provide liaison with international organizations and other national associations for gifted and talented education.

**WE NEED YOU, YOU NEED US!
GET INVOLVED IN YOUR
ASSOCIATION!**

Share Your Ideas

We would love to hear from you! If you have ideas for the newsletter or a contribution to make, please contact Tracy or Rosemary. We are particularly interested in hearing about:

- Local conferences and events
- Resources for working with gifted and talented students
- Our members and those they work with

Email Tracy (T.L.Riley@massey.ac.nz) or Rosemary (reacheducation@xtra.co.nz)

DEADLINE FOR TERM 4 NEWSLETTER: 15 NOVEMBER

Closing the G.A.T.E.



**Principal of
Whenuapai
School,
Warren
Spanhake's
Response to
Budget '09**

The announcement in the 2009 Budget heralds the closing of the 'gate' on opportunities for bright sparks across New Zealand. This haphazard removal of a critical element shows how little the powers to be understand about meeting the needs of up to 10% of our school population. The 'she will be right' attitude and the dumbing down of our brighter children continues to be a part of education in New Zealand schools.

As a School Principal for 20 years and a fanatic and passionate believer in the need for programmes in schools that accommodate our bright sparks, I was gob smacked and bewildered by the removal of the services. In 2003/04 we applauded the decision to make opportunities for gifted and talented pupils a requirement (NAG I iii), gifted education was on the move. Sadly, the 2009 Budget decision has halted our journey and in the long term will see us grind to a halt, and

begin the reverse journey.

In 2003 I was fortunate to be awarded one year's paid leave to study and investigate Gifted Education Programmes in schools in the Auckland region. I was surprised by the variation across schools: there were areas totally lacking and those with excellent programmes. There was no consistency of quality and little outside funding to run programmes. In high decile schools the user pays system operated. Many just gave the bright sparks more work and some were on Special Education Programmes.

The closing of the 'gate' in 2009 provided another barrier to overcome. This is a specialist area and we need to eradicate the approach offering additional workload without any quality attached to it. In my leave report, I proposed 10 recommendations and believe three key recommendations are essential in meeting the needs of our capable

learners in New Zealand:

- The inclusion of the clause to NAG I(iii).
- A required funding pool as part of a staffing component or a funding component similar to the SEG Grant/TEFA
- The setting up of a national body to co-ordinate the inception and development of gifted education.

The challenge ahead for the Government, through the Ministry of Education, is to provide a rich learning environment for our gifted & talented pupils at all levels of education. The catch phrase from Teachers and Principals is, "we are looking for a tried and proven model that will enhance the educational performance of high achievers/gifted and talented pupils in our schools both now and in the future".

Please release the latch on the 'gate' and give giftEDnz members an opportunity to transform gifted education in New Zealand and allow us to be the model other countries will envy.