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Gifted and Talented

Gifted in the Early Years

An understanding of gifted education and the unique ways that gifted students develop and learn, is key to effectively catering for their diverse needs in the early years of schooling. This workshop will provide information about the characteristics of gifted children in the early years, and the impact of their unique profiles in a play-based environment. Strategies to cater for gifted students in Kindergarten, Pre-Primary and Year 1 classrooms will be discussed, including the option of acceleration.

Designing Learning Experiences for Gifted and Talented Students

This professional learning is designed to give teachers increased understanding of the intellectual learning needs of gifted and talented students and confidence to design learning experiences. Teachers will explore the implications of Passow's Rule, and examine options such as differentiation, compaction and high order thinking in order to provide appropriate challenge for gifted and talented learners.

Designing Assessment Tasks for Advanced/Extension Classes

This training module uses a 'flipped classroom' design to give participants increased confidence to design assessment tasks for advanced/extension classes that provide sufficient challenge for students, and to understand the rationale for appropriately challenging assessment for advanced students. Participants will design assessment questions or tasks based on Passow's Rule and will compare and contrast these with existing assessment tasks to evaluate their purpose and means of use.

Differentiating the Curriculum for Gifted and Talented Students

An overview of how to differentiate the curriculum for gifted and talented students in a mixed-ability classroom. Differentiation is a key teaching strategy for mixed-ability classrooms, and differentiating for very able students has its own challenges. From Kindergarten to Year 12 and across all learning areas, these students have unique needs and it is important they are appropriately challenged on a daily basis in their regular classrooms. Teachers will explore the implications of Passow's Rule, and examine options such as compaction, high order thinking and William's strategies in order to provide appropriate challenge for gifted and talented learners.

Key Ingredients for Gifted Education

An outline of the key features of catering for gifted students in your school, including Identification, Acceleration, Differentiation and Policy.

Gifted Underachievement

This professional learning event is designed for primary and secondary classroom teachers and school leaders who are looking to better understand the profile of gifted underachievers, including key reasons for underachievement and strategies that schools and teachers can implement to turn this around. If you have ever wondered why you are not seeing the ability of a gifted child in your class, or are frustrated with students who do not seem to be fulfilling their potential, then this professional learning will help you to understand how schools and teachers can identify and work with students whose potential is yet to be uncovered.

Educating the Gifted and Talented (3 Day Course)

This course is appropriate for primary and secondary teachers, coordinators and school leaders who want a comprehensive understanding of gifted and talented education. This course includes all aspects of the entry-level Gifted and Talented Professional Learning Modules (developed by GERRIC with DEEWR) as well as up-to-date research, strategies and time for practical planning. A separate one-day specialist course is available for staff who have completed this three-day course and for staff who have an expert-level understanding of gifted and talented education.

Educating the Gifted and Talented (2 Day Course for GAT Schools)

This course is appropriate for current and future secondary GAT teachers, coordinators and school leaders who want an understanding of gifted and talented education in order to design programming and strategies for advanced classes. This course includes all aspects of the entry-level Gifted and Talented Professional Learning Modules (developed by GERRIC with DEEWR) as well as up-to-date research, strategies and time for practical planning.

How is a great question like chocolate ice cream?

How to design and use essential questions to create high order, inquiry-based and engaging units of work for gifted and talented students. Using essential questions is a key strategy for designing challenging units of work for gifted and talented students, and a study of NSW schools with high-quality differentiated practice found that one of the common elements was their use of

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essential or 'big picture' questions to design learning and engage students. In this practical workshop we will explore how to use resources such as Bloom's Taxonomy, SOLO Taxonomy and the Williams Model to create essential questions, and how to link these to differentiated questioning and success criteria.

Becoming a detective: Searching for and identifying the gifted students at your school

So many of our gifted students are hiding in classrooms, either underperforming, underachieving or opting out of schoolwork due to boredom, frustration or hidden disability. This online workshop will explore how to identify gifted students (Years 2-9) in your school using characteristics, available data and off-level testing. The aims of this workshop are:

- To better understand the data you are currently collecting
- To improve your capacity to identify gifted students through their behaviours and characteristics; and
- To learn more about alternative assessment options, including off-level testing.

Gifted and Talented Education: Moving from the Basics to Excellence

This is a specialist course is available for teachers, coordinators and school leaders who have either completed the Growing Up Greatness three-day course or who have an expert-level understanding of gifted and talented education. This course is designed to take your knowledge further with a focus on reviewing and implementing school-wide provision for gifted and talented students, and building your school's profile as an effective provider of education for gifted and talented students. This course will be a combination of theory and practical planning.

Catering for 2E (Twice-Exceptional) Students in the Classroom

Twice-exceptional (2E) students are those who are gifted and also have a disability or other challenge. These are students whose potential often remains undeveloped and for whom the school experience is extremely frustrating. As such they present unique challenges for educators and schools and it is important to understand their individual profile in order to offer the best educational options. This professional learning event will explore how to identify 2E students and how to best support their strengths and challenges in classrooms and the school environment.

Understanding Acceleration for Gifted and Talented Students

Acceleration is often misunderstood as just 'grade-skipping' and despite overwhelming evidence of its efficacy, teachers and schools continue to be reluctant to consider this strategy as an option for certain highly able students. This workshop will explore the research behind acceleration, the types of acceleration and key strategies to ensure acceleration is implemented appropriately and effectively for the right students, in order for them to experience a challenging learning environment while at school.



Differentiation/Teaching and Learning

Writing Effective Learning Intentions and Success Criteria

Clearly written and communicated learning intentions and success criteria are key to targeted teaching and ensuring students of all abilities are challenged and make learning gains. This workshop gives builds teacher understanding of how to design, write and communicate learning intentions and success criteria, and offers teachers time to practice these skills with guided coaching and feedback.

Using Pre and Formative Assessment to inform Differentiated Practice

The effective use of pre and formative assessment is crucial in order to know how to plan effective differentiation and ensure all students progress in their learning. This workshop looks at practical assessment ideas for the classroom, how to record assessment data, and how to use assessment data to inform student groupings, differentiated planning and future assessment.

The Big Picture of Successful School-Wide Differentiation (for School Leaders)

Differentiation is often viewed as an isolated skill by teachers and schools leaders, when in fact there are many issues to be considered, such as reporting, expectations on teachers to cover certain content, curriculum knowledge of teachers, behaviour and classroom management, managing student groups, teaching student independence, and engagement of school curriculum leaders are all important issues to consider. This presentation will examine the practices that successful schools implement in order to ensure differentiation in a diverse-ability classroom is effective, embedded over time, seamless and supported school-wide.

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Differentiation (3 day course)

This course is appropriate for primary and secondary teachers, coordinators and curriculum leaders who want a comprehensive understanding of the evidence for and how to differentiate for diverse abilities, and how to do this effectively and efficiently. Participants will look at the practical aspects of differentiation including how to ensure it is systematic, and closely connected to assessment, program design and classroom practice. Participants will have the opportunity to explore and share ideas, participate in practical planning, and have the chance to implement goals in between each day. All workshop activities will be differentiated for difficulty/confidence levels and area of teaching, and participants are encouraged to attend with a school leader or colleague from their teaching team.

Differentiating the Curriculum for Students of All Abilities

Differentiation or personalised learning is a vital skill for all teachers in any Australian classroom, where the range of student abilities, interests and needs are so varied, including students with disability and those who may be gifted and/or talented. This workshop will examine the key elements of making differentiation work in a diverse-ability classroom, including considering the role of assessment, thinking skills, questioning and responsive teaching.

Understanding and Responding to Student Behaviour

Understanding student behaviour is essential in helping students to experience success in the classroom and beyond. As teachers, we play a pivotal role in helping students to learn new behaviours or alter current behaviours to increase their capacity to learn, socialise and experience success in their daily lives. A key strategy used by schools is a Behaviour Management Plan (BMP), however these are only effective when they are written with specific goals and strategies and provide information about how to teach, understand and manage specific behaviours. In order to support students, we need to understand that all behaviour is a form of communication and school BMPs need to reflect this in order to better meet their needs. This workshop is suited to primary and secondary teachers, school leaders and those in a pastoral role working to support and teach students needing support for behaviour concerns.

Using questioning and HOTS in the classroom

What sort of questions do we ask in the classroom? Do our questions shut the thinking down, or do they deepen understanding, prompt inquiry, invite further questioning, and ensure engagement with learning? Using effective questioning and High Order Thinking Skills (HOTS) in day-to-day teaching practice promotes inquiry and student-led learning, and helps us teach students how to become thinkers, question-posers, and problem-solvers.

Differentiating the English curriculum for diverse-ability students

Differentiation is a vital skill for all teachers in any Australian classroom, where the range of student abilities, interests and needs are so varied, including students with disability and those who may be gifted and/or talented. This workshop will examine the key elements of making differentiation work in a diverse-ability English classroom, including considering the role of assessment, thinking skills, questioning and responsive teaching.

Differentiating the Maths curriculum for diverse-ability students

Differentiation is a vital skill for all teachers in any Australian classroom, where the range of student abilities, interests and needs are so varied, including students with disability and those who may be gifted and/or talented. This workshop will examine the key elements of making differentiation work in a diverse-ability Mathematics classroom, including considering the role of assessment, test design, classrooms strategies, and responsive teaching.

Keys to Differentiation: Universal Design for Learning (UDL)

Differentiation is a vital skill for all teachers in any Australian classroom, where the range of student abilities, interests and needs are so varied, including students with disability and those who may be gifted and/or talented. This workshop series will explore the principles of Universal Design for Learning (UDL) as a means to create inclusive and differentiated classrooms with the lowest resource cost to impact the greatest number of students. The principles of UDL are key to ensuring teachers' approach to differentiation becomes part of their usual practice rather than an 'extra' requiring additional time and planning.



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Inclusion and Disability

Creating an inclusive school/classroom

An inclusive school or classroom is one that caters for all aspects of learning, so that all students are accepted, valued, learn and contribute. This workshop will explore the principles of Universal Design for Learning (UDL) as a means to create inclusive environments with the lowest cost to impact the greatest number of people. Participants will also explore practical strategies for creating inclusive environments. This workshop can be tailored to focus on including specific student groups (eg. disability, gender-diverse, cultural/language diverse, socio-economic) or can be run to help teachers and school leaders to consider all aspects of including diverse groups.

Writing and Managing Documented Plans

Documented Plans are mentioned in federal legislation as important documents for schools to a) demonstrate evidence of making adjustments, and b) effectively cater for students with disability. Effective documented plans are also vital in your collection of information in the Nationally Consistent Collection of Data (NCCD) for students with disability. Documented Plans are known by many titles including Individual Education Plans (IEPs), Curriculum Adjustment Plans (CAPs), Individual Behaviour Plans, Risk Management Plans, Individual Safety Plans and many more. This PL will assist schools to better understand how to write effective individual goals for students and how to better manage the overall process of writing, implementing, monitoring and reporting on Documented Plans for individual students with disability.

Aiming for ordinary. Implementing adjustments for students with disability in diverse-ability classrooms

Teachers of diverse-ability classrooms often feel that there is an ever-increasing list of 'extras' that they are expected to implement for one student at a time, task-by-task, and it is no wonder that students get missed, adjustments disappear over time and teachers become increasingly stressed, exhausted and unsure about their efficacy. While it is necessary that individual adjustments are planned for students with disability, Universal Design principles remind us that we can look for ways to make adjustments available to everyone. It is only when so-called 'mainstream' classrooms and schools approach disability strategies as 'standard' rather than 'extra', that they build a culture where students and teachers not only accept and embrace difference, but where difference ultimately becomes 'ordinary'.

Understanding Dyslexia and Strategies for the Classroom

Students with Dyslexia are capable of succeeding but are often frustrated in the classroom. This professional learning will provide an overview of Dyslexia and how it impacts upon students, as well as offering strategies for teachers to cater for the needs of these students in the classroom.

NCCD Moderation Workshop

Participation in the Nationally Consistent Collection of Data for School Students with Disability (NCCD) is compulsory throughout Australia. This workshop is designed to give key school personnel an increased level of confidence and consistency when collecting evidence and making decision about student data for the NCCD. There will be a focus on decision-making for levels of adjustment, student inclusion in the NCCD, and collection and types of documentation to support school data.

Disability legislation in Australia and what it means for your school and classroom

The Disability Discrimination Act (1992) and National Standards for Education (2005) are key pieces of legislation Australia and impact every school and every teacher. Schools and teachers need to consider the five key areas of *enrolment, participation, curriculum development, accreditation and delivery, student support services, and elimination of harassment and victimisation*. This workshop will work with participants to identify the areas of strength and those needing improvement and explore practical and efficient ways to comply with this legislation.



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Staff Wellbeing

Their chaos, my calm...staying well and professional when the behaviour of those around us is a challenge.

Teaching is a demanding profession, and as well as being curriculum and assessment specialists, we also need to maintain our professional demeanour when some students, parents and even colleagues may behave in a way that cause us concern, anxiety or ongoing stress. This workshop explores the causes of disruptive or negative behaviour and works with participants to explore our own triggers, responses and self-management strategies. Participants will learn how to recognise and predict behaviours that are likely to cause us stress, and how to manage our responses to these in the immediate, short-term and long-term as we continue to maintain our wellness in order to be the best educators we can be.

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