



Wednesday 12th August

Programme

Keynote



Dr. Carol Ann Tomlinson

Carol Ann Tomlinson's career as an educator includes 21 years as a public school teacher, including 12 years as a program administrator of special services for struggling and advanced learners. Currently, *Tomlinson* is a Professor of Educational Leadership at a university in Virginia, where she was named Outstanding Professor in 2004. She is also Co-Director of the university's Institutes on Academic Diversity.

Teaching in Noah's Ark: Why Differentiation Matters

Through much of the world, classrooms are becoming increasingly heterogeneous. Students from a wide range of economic, cultural, and experiential backgrounds are the norm in most classrooms—a trend that is likely to continue indefinitely. Nonetheless, many teachers prepared in educational backgrounds that mirror the “majority” experience and are not always comfortable in addressing the needs of students from other contexts. In this session, we'll examine the need for differentiation from perspectives of student diversity, the education students will need to prepare for a solid future, and ways we can maximize the likelihood that all students experience equity of access to excellence in our schools.



Thursday 13th August

Programme

Keynote 1



Dr. Carol Ann Tomlinson

The Non-Negotiables of Differentiation: Making Sure we Get it Right

Differentiation is not a set strategies but rather a way of thinking about teaching and learning. Differentiation that is likely to have a significant impact on student achievement is guided by a set of principles that bring together all aspects of the classroom to work interdependently to support student success. This session will examine several of these essential principles through examination of classroom examples.

Wednesday 12th August

Mini Keynotes

Mini Keynote 1 A



Dr. Carol Ann Tomlinson

Instructional Strategies for Differentiation: Tools that Make it Work

One factor in the success of teachers who are effective in addressing the varied learning needs of their students is comfort with a wide range of instructional strategies. Selected strategically, these strategies invite teachers to teach in ways that make room for all kinds of learners while still focusing on essential content. This session will spotlight several “low prep” and several higher prep strategies that are effective in addressing variance in student readiness, interest, and learning profile needs. Strategies will be illustrated with teacher-created classroom applications.

Mini Keynote 1B



Dr Margaret Plunkett

Dr Margaret Plunkett began her career as a secondary school legal studies teacher before moving into the field of gifted education at the tertiary level. She is currently coordinator of undergraduate studies in gifted education at Monash University. Margaret's research interests have centred on high ability disadvantaged rural students and programming options that have been found to be appropriate for meeting their needs. She has conducted PD in many rural schools in Gippsland and has conducted longitudinal evaluations of a number of select entry programs. Her involvement in the SEAL evaluation for the Victorian Department of Education resulted in the expansion of the program throughout Victoria. Margaret's research findings have been published in both national and international journals and she has presented at a range of conferences both in Australia and internationally. Margaret is currently one of the elected Australian representatives on the World Council for Gifted Children and has been a member of the VAGTC and AAEGT for many years

Reconceptualising educational provision for high ability within a social justice framework

Educational provision for high ability has often attracted considerable negative press due to a perceived lack of fit within a socially just educational framework. Yet the student perspective on this issue has been notable in its absence from much of the research, particularly in relation to programs based around ability grouping. This negative perception has been particularly problematic in the rural context, where grouping programs are often the only viable alternative. This presentation will outline research findings from a range of studies examining student perceptions in relation to provisions for highly able students in a variety of mainly rural educational settings within Victoria.

These studies attempted to elicit and examine the views of students who have participated in specialised high ability classes or programs as well as those of non participating students, to determine whether either group considered themselves advantaged or disadvantaged in terms of their educational experience. The findings suggest that while neither student group felt particularly advantaged, more importantly, students not involved in groupings or programs specifically developed to support high ability, did not feel disadvantaged. Moreover, appropriateness of provision appears to be readily accepted by students as a valid reason for different educational opportunities being offered within rural schools.

Therefore the question could be posed - if students perceive their educational experience as appropriate, within a framework of awareness of the possible alternatives, could this be considered socially just? Concomitantly could provision for high ability, particularly in the rural context, then be re-conceptualized as having a place within a socially just educational framework?

In this session the research findings and related issues will be presented in relation to the relevant research literature and discussed.

Mini Keynote 1C



Dr. Michael Faulkner

Michael Faulkner is a part time teaching and research academic with the Faculty of Education at La Trobe University's Bendigo campus with research and teaching interests in student diversity and particularly those with additional needs. He has long established interests in the kaleidoscope of giftedness in children and their learning patterns. Michael has three decades as a practicing psychologist, consulting to schools and families, and he continues this work in private practice.

Aside from his interests in giftedness, another of his research interests is the area of student temperament qualities and their interpersonal and their educational implications.

Temperament and Talent development in Very Able Learners: Working with temperament Qualities to Achieve Better Learning.

Temperament qualities are an often overlooked as significant influences in family life, schooling and learning, and no less so with respect to gifted and talented children.

This Mini Key-note presentation will provide research perspectives and supporting clinical evidence to argue that teachers and parents need to be more cognisant of temperament qualities among young people, and, to know how to be effective with any child of whatever his/ her temperament qualities. Part of the session will be devoted to teaching and learning insights emerging from the *Students Styles Questionnaire*, a MBTI-based temperament model, developed specifically by Oakland et. al (1996) to assess the temperament qualities in individuals in the age range 8–17, and across four continua: Extroversion- Introversion, Practical Imaginative, Thinking Feeling, and Organised and Flexible

This min-keynote will draw on two strands of knowledge relating to temperament and giftedness, emerging from the author's own professional work

- i) Insights gleaned from research studies on temperament as a factor in learning and personal adaptation, will include the presenter's own research on temperament at La Trobe University
- ii) Insights from the presenter's private practice work as an assessment and consulting psychologist in gifted education

In this session, there will be provision for participant viewpoints to be shared on the value and use of temperament knowledge to enhance and differentiate learning for very able learners.

Mini Keynote 1D



Dr. Wilma Vialle, Associate Professor , University of Wollongong

Dr Wilma Vialle is currently an Associate Professor in Educational Psychology and Associate Dean in the Faculty of Education, University of Wollongong. She teaches subjects in the undergraduate program on child development, thinking and learning, and psychological foundations of education. At the postgraduate level, she teaches subjects on gifted education and supervises a number of postgraduate research students in related fields. Her interests are predominantly in the nature of intelligence and creativity, with a

particular focus on giftedness.

Wilma's research interests focus on maximising intellectual potential and she is particularly interested in issues of social justice. Ongoing research projects include an international study of effective teachers of the gifted, a longitudinal study of adolescent academic and social-emotional outcomes, the development of expertise in competitive Scrabble players, popular culture and giftedness, and the development of spiritual understanding in children. In 2006 Wilma was awarded the Eminent Australian award by the AAEGT and since 2007 has taken on the role of AAEGT President.

She has published eight books, 15 book chapters, over 30 journal articles, and over 70 national and international conference papers on topics related to giftedness and children's learning. She has just released a book with Karen Rogers entitled "Educating the Gifted Learner". She is the chief editor of the 'Australasian Journal of Gifted Education' and is on the editorial board of international journals, 'High Ability Studies' and 'Evaluation and Research in Education'.

"Intriguing possibilities not boring ol' facts": Educating the gifted learner

The title of this presentation is taken from the cartoon strip, *Calvin and Hobbes*. For those who know this cartoon, Calvin is a gifted child who is a huge challenge to his parents, teachers and peers. School does not meet the needs of this creative individual. What do teachers do to make sure that the Calvins do not 'slip through the cracks' of our education system? In this presentation, I will draw heavily on my work in a number of areas to consider how we might address the needs of young people such as Calvin. Among the issues I will explore, are: qualities of effective teachers of gifted students, challenging curricula (and what does this mean), and embracing diversity.

Wednesday 12th August

Classroom Practice Sessions

Classroom Practice 1A

Dr John Munro (Invited speaker)



Abstract to come.

Classroom Practice 1B

Ruth Targett



Ruth Targett is a consultant and teacher who works across Australia supporting teachers to differentiate curriculum and provide better learning experiences for gifted students, and educating parents about how to help their children develop. She has a Masters of Education, and post grad. qualifications in Psychology. Ruth has been a K – 12 Gifted Coordinator, and has also taught self contained and mixed ability classes from Year 3 through to Year 12 in government and independent schools. She is currently working in an independent school 2 days a week and working as a consultant. Ruth is the co-author of an educational text on curriculum differentiation and Module 2 of the Australian Government's Gifted and Talented Teaching Package. She is an

invited lecturer in the Certificate of Gifted Education and an English method lecturer at the University of New South Wales, and has presented papers at national and international education conferences.

Differentiation - What teachers need to get it happening.

One of the most challenging aspects of providing appropriate curriculum for the diverse needs of students, especially gifted students, is the implementation. This often a result of teacher confidence and their skills to design and manage differentiation in the classroom context. This keynote will focus on what staff need to be able to implement differentiated curriculum successfully. It will also address ways to evaluate whether differentiation is actually happening in the classroom, as well as practical examples of real life differentiation.

Classroom Practice 1C

Kathy Harrison

Da Vinci Decathlon: Just another competition or an opportunity to enhance a differentiated program?

Da Vinci Decathlon is a competition where eight team members collaboratively tackle ten different tasks from different disciplines. These disciplines include: Mathematics, English, Science, General Knowledge, Art & Poetry, Forensic Sleuths, Engineering, Code Breaking, Creative Producers and Games of Strategy. It encourages team members to respect and utilise the abilities of others and to recognise their own relative strengths and weaknesses. Da Vinci Decathlon began in New South Wales with the aim of encouraging more interdisciplinary focus and differentiation in participating schools. In Victoria, the emphasis has been similar with the addition of encouraging local networks of schools as competition days are run regionally.

A competition does not constitute a comprehensive program to cater for the needs of highly able students. So what place does such a competition have in a gifted program? How can such a competition foster deep thinking? What are the limitations of using a competition within a gifted program? With particular reference to practice within the Compass Centre at Methodist Ladies' College, the ways in which da Vinci Decathlon has positively contributed to the Year 7 program will be examined. These include improving identification, networking students and curriculum design. Samples from different disciplines within the decathlon will also be used to illustrate how the Decathlon works and how they can be used within a wider program. Some recent work on task design for the Decathlon using principles of Understanding by Design will be discussed.

Classroom Practice 1D

Bev Steer

Bev Steer has extensive experience teaching in primary and junior secondary schooling. She is Coordinator of the Gifted program in middle school. Presently a committee member of Victorian Philosophy in schools and the Victorian Tournament of minds program. She has experienced lecturing at tertiary level and presenting at local, national and international conferences.

Preparing Students to think for the Future

Our students today are confronted with ready access to any information they require and are living in a world that is full of challenges, confronting situations, locally, nationally and globally. They will need to use their problem solving and decision making skills. Their

judgements need to be logical and well supported with evidence. They need to be able to recognise assumptions, be open and fair minded to the thoughts and beliefs of others and provide sound and substantial reasons for their own points of view. So how can we as educators prepare students to analyse alternative perspectives and explore possibilities and generate multiple options, often delaying judgement until all information is gathered and novel ideas tested? Students need to understand and recognise emotive arguments, different points of view, often of a cultural nature and appreciate others' beliefs and why they hold these. Teaching a variety of thinking skills explicitly will provide them with the tools, skills and strategies required to enter the new millennium and make a difference to the world we live in. This paper will provide an overview of the characteristics of a Thinking Curriculum, the impact of the classroom teacher and the attitudes of learners. Exploration of what makes good thinking and the variety of thinking used when learning – the when and why it is employed in a variety of learning situations. This paper links with the VELS standards in Thinking.

Classroom Practice 1E

Penny Willoughby.

Abstract to come

Wednesday 12th August

Classroom Practice 2A



Dr John Munro (Invited Speaker)

Classroom Practice 2B

Jane Jarvis

Abstract to come.

Classroom Practice 2C



Ruth Targett (Invited speaker)

Ruth Targett is a consultant and teacher who works across Australia supporting teachers to differentiate curriculum and provide better learning experiences for gifted students, and educating parents about how to help their children develop. She has a Masters of Education, and post grad. qualifications in Psychology. Ruth has been a K – 12 Gifted Coordinator, and has also taught self contained and mixed ability classes from Year 3 through to Year 12 in government and independent schools. She is currently working in an independent school 2 days a week and working as a consultant. Ruth is the co-author of an educational text on curriculum differentiation and Module 2 of the Australian Government's Gifted and Talented Teaching Package. She is an

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Differentiation - What teachers need to get it happening.

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Classroom Practice 2D

Dr Susan Nikakis is new to the Catholic Education Office in 2009. Her role is Gifted Education Programs Officer. Her Doctoral thesis was entitled 'What makes an expert teacher of the gifted?' She recently published a book for pre service teachers called 'Expert Educators.' Susan has taught in six Catholic secondary schools, holding the positions of Individual Differences Coordinator, Director of Studies, Director of Learning, Director of Welfare and Discipline and Deputy Principal. She is delighted to return to her area of passion

and expertise and is enjoying further developing gifted education in Catholic primary and secondary schools.

Ms Julie Powell has had a extensive career in primary and secondary education both as a classroom teacher and support coordinator including gifted education. For the past seven years she has worked as a School Adviser Student Support for the Catholic Education Office in the Eastern and Southern regions. She has been an active member of the CEO gifted team and in 2008 worked part time in the role of Gifted Education Programs officer. In 2009 she is part of the new and expanded Gifted programs team at the Catholic Education Office with particular expertise in the primary years. She delivered the AGQTP gifted Program in 2008 and has co presented the AGQTP with Susan in 2009.

'What's New in Catholic Gifted Education?'

Gifted education is alive and thriving in Victorian Catholic primary and secondary schools. Courses are being differentiated, teachers with qualifications in the area are being employed and our own experts are going to be working with pre service and masters level teachers. Our online newsletter contains articles of interest, case studies and scenarios for discussion, information about available professional learning and competitions for students. We have also added our own "Ask a friend" page where teachers can pose a challenge or ask for pertinent information.

Thursday 13th August

Mini Keynotes

Mini Keynote 2A



Dr. Carol Ann Tomlinson

Instructional Strategies for Differentiation: Tools that Make it Work (Repeat)

One factor in the success of teachers who are effective in addressing the varied learning needs of their students is comfort with a wide range of instructional strategies. Selected strategically, these strategies invite teachers to teach in ways that make room for all kinds of learners while still focusing on essential content. This session will spotlight several “low prep” and several higher prep strategies that are effective in addressing variance in student readiness, interest, and learning profile needs. Strategies will be illustrated with teacher-created classroom applications.

Mini Keynote 2B

Dr. Claire Spicer

Self Efficacy

Self-efficacy is a belief. It can encourage or hamper students from learning to their full potential. Students who are efficacious are more motivated, more persistent to meet their goals and more likely to take learning risks. This presentation will outline the theory of self-efficacy and its relevance to the education of gifted students. Characteristics of verbally and visually gifted students will be provided in an attempt at distinguishing methods of enhancing self-efficacy for these individual students. Attendees will learn from real case studies of gifted students who experience various levels of self-efficacy across numerous curriculum fields. The case studies will present both academic and emotional consequences of efficacious thoughts and resulting behaviours.

Mini Keynote 2C



Dr. Leonie Kronborg

Dr. Leonie Kronborg is Coordinator/Lecturer of Postgraduate Studies in Gifted Education, Faculty of Education, and co-ordinator of a psycho-educational assessment program for gifted and talented children at the Krongold Centre, Monash University. She is an Executive Member of the World Council for Gifted and Talented Children and an Australian delegate. She is a Past President of the Australian Association for the Education of the Gifted and Talented and the VAGTC. Her research interests include talent development of gifted females, education of high ability students, effective teachers of the gifted and teacher attitudes towards the gifted.

Talent development in eminent Australian women

The lives of eminent Australian women across seven talent domains were explored to gain knowledge from the women’s reflections as to what they perceived contributed to their talent development. Nine themes and related sub-themes emerged that were linked to the Model of Adult Female Talent Development (MAFTD) developed by Noble, Subotnik & Arnold (1996, 1999). Results which emerged in this doctoral study provide support for the MAFTD as an appropriate representation or framework of talent development for gifted females. In addition, these themes expand and elucidate elements of this MAFTED thereby adding a depth of knowledge based on the lives of these eminent Australian women. A Model of Talent Development based on the lives of eminent Australian women in relation to their demographic backgrounds, families, schooling, talent domain and talent field experiences will be presented and discussed. Major implications for teaching and parenting gifted girls as well as being a gifted female will be made explicit in this presentation.

Mini Keynote 2D



Dr. John G. Geake

is Professor of Learning and Teaching in the School of Education, The University of New England, Australia. John co-founded the Oxford Cognitive Neuroscience Education Forum and conducted research into the brain basis of high creativity at the Centre for Functional Magnetic Resonance Imaging of the Brain, Oxford, UK. John has keynoted at the World Gifted Education conferences in 2007 and 2009.

A neurogenetic approach to giftedness

Giftedness in children is often realised in superior or above-age achievement on academic or IQ tests. From functional neuroimaging studies of intelligence, cognitive neuroscience describes intellectual or academic giftedness (high *g*) as the functional outcome of highly effective, intercommunicating bilateral fronto-parietal networks in the brain. Cognitive neuroscience also recognises that high-level creative intelligence – the ability to combine extensive knowledge into original, insightful and useful endeavours – is enabled by a different fronto-temporal neural system. Whereas both of these neural systems for high-*g* and high-creative intelligence rely on working memory functions of the frontal cortices, the creative aspects of giftedness might not be well-captured by conventional academic testing regimes.

The notion of giftedness as intellectual potential makes implicit assumptions about appropriate neurobiological substrates, which in turn assume relevant genetic predispositions. Twin studies attest to the high degree of heritability of *g*. Since the mapping of the human genome, considerable progress has been made in identifying the genetic correlates of a range of distinctive neurocognitive disabilities, but these typically have Mendelian allelic distributions. General intelligence, in contrast, requires the contributions of multiple polygenes, none of which contribute more than a fraction of a percent to the shared variance. High *g* and high creative intelligence are presumably the outcomes of favourable distributions of alleles in overlapping sets of polygenes. Using neuroimages as endophenotypes holds promise as one of several experimental methods by which such polygenes and their alleles can be identified. Importantly, there is no one gene for giftedness. However, since genetic up-regulation is itself triggered by epigenetic processes, giftedness incorporates some potential to shape the nature and extent of high academic and creative intelligence in school environments.

Thursday 13th August

Classroom Practice Sessions

Classroom Practice 3A

Dr Jane Jarvis

Abstract to come

Classroom Practice 3B

Dr Con Stough

Classroom Practice 3C

Christine Ireland

Classroom Practice 3D



Irene Knox

The workshop leader was initially trained in the UK where she taught for over a decade. She has now taught in Australia for over 15 years and has completed a Postgraduate Certificate in Gifted Education and a Masters Degree at Monash University. She has taught in a variety of situations including early intervention, class teaching, learning support and teacher training.

Walking the Walk

Continuing the Conversation is by definition talking the talk, but what matters to teachers in the classroom is how this enables us to walk the differentiation walk. It's not just what we SAY but what we DO that makes a difference. So how do we interpret what is SAID about differentiation into what we DO in the classroom?

This workshop offers an opportunity to clarify elements of the "talk" that we need to tune in to and how to translate this into the "walk" that will enable us, as class teachers, to effectively differentiate curriculum. The workshop will be run by a teacher with almost 3 decades of teaching experience who has always seen differentiation as a way of life, not as an afterthought nor add-on.

The workshop will consider models that this teacher has found useful and how she has incorporated these into classroom practice. Practical examples will be demonstrated of a differentiated lesson (primary stage). The differentiation process from planning to delivery will be considered and various planning options (incorporating both VELs and the IBO PYP) will be presented. Finally time will be allocated for questions and discussion

Classroom Practice 3E



Carmel Meehan

Carmel is an Independent Educational Consultant who works mainly in schools in the Gippsland region of Victoria. She is a former primary school principal having worked in this capacity both in Victoria and New South Wales. Carmel's particular interests are in school and curriculum development that allows gifted students to reach their true potential. Carmel joined the VAGTC after completing a Post Graduate Certificate in Gifted Education at Monash University in 2003 she is currently a Vice President. She also has a Masters of Education, a Graduate Diploma in Religious Education, and Counselling, and Infant Teacher training.

Forming growth producing partnerships to facilitate maximum student talent development .

Teachers and parents have had difficulty seeing each others point of view when it comes to the identification and teaching of children who have the potential to be high achievers in life.

Many teachers struggle to accept that parents know a large amount about their children prior to them attending school, and tend to disregard the tales of “bright behaviors” relayed to them by parents. For their part, some parents believe that the school can be working against their child’s talent development, and anger and frustration lead to exasperation statements such as; “ this school does not do anything to meet my child’s needs, and to extend his/ her learning experiences. At home he is bored and cranky, and at school he is beginning to have discipline issues.”

This workshop will discuss some positive actions schools and parents can take in order to strengthen their partnership and support the student’s learning.

Classroom Practice 4A



Rebecca Swain

Rebecca Swain is a teacher of English and English Language at Carey Baptist Grammar School. She has a background in media and has used the knowledge and skills this path provided her to inform her role as eLearning coordinator of Carey’s Senior School. She has a particular interest in using digital technology to enhance students’ learning experiences and extend their abilities beyond the walls of the classroom.

The digital world presents a rich and varied environment for students to operate within. However, the applications on offer are of little educational value without first considering the teaching and learning goals they help teachers and students to achieve. This session will discuss some of the resources available, with particular attention to Web 2.0 applications for use in English and humanities-based subjects. Within this workshop, our focus will be on how technology can be used to help students to engage with content, create, and collaborate.

Classroom Practice 4B



Pam Lyons

Abstract to come

Classroom Parctice 4C

Bev Steer

Bev Steer has extensive experience teaching in primary and junior secondary schooling. She is Coordinator of the Gifted program in middle school. Presently a committee member of Victorian Philosophy in schools and the Victorian Tournament of minds program. She has experienced lecturing at tertiary level and presenting at local, national and international conferences.

The Value of Reflective Practice

Why does reflective practice play such an important part in student learning and their future pathways? What can we learn from

developing this routine? What are the common themes and practices in this process? How can this help to develop better learners and develop better knowledge of themselves and their world. What is the role of affective role and use of intuition and how do these assist students to understand what is happening when they are learning? What are the modes of reflective practice and how can we engage these in our classrooms daily in our teaching? What is happening when reflective practice is taking place, and as a practitioner, how do we engage and model to students this process? Strategies are provided for teachers to develop this style of thinking in their classrooms. What are the skills students are developing when thinking metacognitively about their actions and their learning. What are the characteristics of what is happening when students are thinking metacognitively and what activities support this learning.? What is happening in the classroom to support and develop reflective thinking. A discussion of the three modes of reflective thinking and how these link with VELS. What are some of the ideas and activities that can be used in daily teaching sessions to grow these strategies and understanding in our students. These are presented to the audience. What is understanding? Looking at guidelines for reflective practice and student self appraisal. What are the implications. Of participating in this thinking or not participating? What is the role of the school in developing this as a learning strategy for all students, as whole school approach? Should the school organisation play a role? This paper links strongly with the development of student learning as individuals, providing the opportunity of the student to flourish due to an ongoing conversation with his teacher and class members.

Classroom Practice 4D

Faisal Alamiri & Dr. Michael Faulkner

Faculty of Education

La Trobe University Victoria

Mr Faisal Alamiri is a qualified primary teacher and has worked as a gifted educational advisor to Saudi Arabian primary schools. He holds a degree in special education (gifted education) from King Saud University, Saudi Arabia, and prior to his studies in Australia, was a Lecturer in Special Education at the King Abdul-Aziz University, in his home country. Faisal has recently completed his Master of Special Education and is about to commence doctoral studies at La Trobe University.

Dr. Michael Faulkner is a part time teaching and research academic with the Faculty of Education at La Trobe University's Bendigo campus with research and teaching interests in student diversity and particularly those with additional needs. He has long established interests in the kaleidoscope of giftedness in children and their learning patterns. Michael has three decades as a practicing psychologist, consulting to schools and families, and he continues this work in private practice. Aside from his interests in giftedness, another of his research interests is the area of student temperament qualities and their interpersonal and their educational implications.

Challenging Gifted Children and the phenomenon of ADHD: A Qualitative Study of Teacher and Parent Perceptions in a Saudi Arabian Primary School

This presentation overviews the circumstances surrounding those gifted children who manifest challenging behaviours at school, and where the explanatory use of the diagnostic descriptor, ADHD is invoked. Specifically, it overviews a small unprecedented research study in Saudi Arabia which investigated factors influencing the misidentification of gifted children who were seen as having an ADHD condition.

Data was gathered from three different sources: mainstream regular classroom teachers, one specialist teacher of gifted children, and the parents of three gifted children All participants' perceptions focused on the behavioural dimensions of the these teacher nominated gifted children at school and at home. In general, the results indicate that diagnostic confusions between giftedness and AD/HD were manifest, and there were differences in perspectives between parents and teachers. Some unanticipated and interesting data emerged from the research and this will be discussed with respect one of the research's case study children.

Based on the findings of this small qualitative study in a Saudi Arabian primary school, which offers a specialist gifted program, the researchers will outline a number of factors relating to the misidentification of gifted children who exhibit challenging behaviours at school. An interaction discussion will then move to the relevance and applicability of these factors to the Australian context, and an exploration of teaching and learning strategies to optimally assist such children.