

The Tasmanian Association for the Gifted presents:

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7th Biennial State Conference
No limits!
HELPING ALL STUDENTS EXCEL
August 26 – 28, 2016

Proudly supported by:



Invited Speaker: Michele Juratowitch

Michele Juratowitch is Director of Clearing Skies and delivers a range of services for gifted children, adolescents, their parents, organisations and institutions. Michele worked in schools for over twenty years before establishing Clearing Skies to provide counselling, programs, professional development, project management, consultation, advocacy, research and resource development. Her work with GERRIC included providing postgraduate courses for teachers, research; programs for parents and students; student residential programs. Michele

was awarded a Churchill Fellowship to study counselling and intervention needs of gifted children and their families. She conducts STEAM Residentials for gifted girls and co-authored Make a Twist: Differentiating curriculum for gifted students.

Michele will be presenting:

1. Understanding Happiness

Happiness has been described as the most overlooked variable in education. “I just want my child to be happy”, parents claim; however the nature of happiness as experienced by gifted youth has been unclear. This presentation outlines the results of a study about the nature of happiness within the gifted population. Understanding contexts in which gifted students experience happiness will facilitate personal well-being, academic excellence and fulfilment of potential.

2. Curriculum Differentiation: Make a Twist

Gifted students require curriculum differentiation to remain engaged and achieve academically. Make a Twist was developed to guide teachers, students and parents through a practical, collaborative method for implementing curriculum differentiation. This resource involves students in the differentiation process, facilitates greater autonomy, increases engagement in rigorous academic work and encourages academic excellence.

3. Boredom: Fascinating but Misunderstood

Do we really understand what “boredom” means or know how to respond to the phrase “It’s boring!” Is learning to deal with boredom an expected life skill or does the experience of boredom result in cognitive difficulties, academic underachievement and psychological problems? Information about boredom enables parents and teachers to recognise, understand and address complaints about boredom; learning how to respond positively and appropriately when a student says they are bored.