

COGE ONLINE IN 2010

In 2009 GERRIC's prestigious Certificate of Gifted Education (COGE) was re-designed as a composite of On-line and Face-to-Face learning. Following the outstanding success of this initiative, COGE in 2010 will again be offered either in traditional face-to-face mode in Sydney or through a blend of on-line learning and 5 days of Sydney-based face-to-face (September 27 - October 1, 2010). COGE 2010 offers teachers and school administrators optimal flexibility without compromising on the quality of this internationally recognised professional development program. COGE students work with world-renowned scholars in gifted education who are also exemplary teachers. Don't miss the opportunity of a lifetime!

SYDNEY | ONLINE

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THE CERTIFICATE OF GIFTED EDUCATION



Gifted Education Research,
Resource & Information Centre



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

THE CERTIFICATE

The University of New South Wales' Certificate of Gifted Education has been offered every year since 1991. More than 1800 teachers from every Australian state, from New Zealand and from South-east Asia have participated in the program.

As in 2009, the 2010 COGE will be offered not only in traditional face-to-face format at the University of New South Wales in Sydney, but also in a dual mode of online learning and Sydney-based face-to-face. The face-to-face component is September 27 – October 1, 2010.

Educators from states other than New South Wales, and educators from outside Australia, are welcome to enrol in either the Sydney or Online Certificate of Gifted Education.

The UNSW Certificate of Gifted Education was the first program of its kind to be developed and conducted in Australia. The program was established in 1991 in response to a government call for more effective training and inservice in gifted education for Australian teachers.

Participants in the UNSW Certificate of Gifted Education work with a team of internationally renowned experts in the education of gifted and talented children, led by Australia's leading researcher in gifted education, Professor Miraca Gross.

This is an intensive training program designed to equip teachers and school administrators with skills which will assist them to identify intellectually and academically gifted students in their schools and develop curricula and programs through which these students may develop their potential more fully.

The program is designed for educators in state, Catholic and independent schools, in both primary and secondary education. The identification, teaching, curriculum differentiation and program development strategies presented in COGE are practical, teacher-friendly and grounded in sound educational research in the following areas:

STRAND 1 - MODELS OF GIFTEDNESS

Understanding the nature of giftedness and talent; what the terms mean; levels and types of giftedness; an overview of programs for gifted students currently offered in Australia and internationally.

ASSIGNMENT DUE

Sydney	April 2010
Online	June 2010

STRAND 2 - IDENTIFICATION OF GIFTED STUDENTS

Subjective and objective identification procedures, with particular attention to procedures which are effective in identifying gifted students from minority and disadvantaged groups. Emphasis will be on the use of a combination of approaches rather than a single measure.

ASSIGNMENT DUE

Sydney	August 2010
Online	September 2010

Strands 1 & 2	Face to face Sydney: Monday 11 – Friday 15 January, 2010
Online	March-April, 2010

STRAND 3 - DIFFERENTIATING THE CURRICULUM FOR GIFTED STUDENTS

Teaching strategies and methods of curriculum differentiation which enhance the learning of gifted students in the regular classroom. Appropriate use of different enrichment models, curriculum compacting and individualised programming.

ASSIGNMENT DUE: November 2010 for online and face-to-face students.

STRAND 4 - DEVELOPING PROGRAMS FOR GIFTED STUDENTS

Practical strategies for the establishment and monitoring of ability, achievement or interest grouping, and the many forms of accelerated progression. Particular attention will be paid to the effects of various strategies on students' academic and social development.

ASSIGNMENT DUE: March 2011 for on-line and face-to-face students

Strands 3 & 4	Monday 27 September - Friday 1 October, 2010
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Strands 3 & 4 are face-to-face in Sydney for all COGE students.

STRAND 5 – SOCIAL AND EMOTIONAL DEVELOPMENT OF GIFTED STUDENTS

Understanding the social and emotional needs of gifted students. Counselling gifted students and their parents. Teaching strategies and class structures that foster the development of positive social attitudes and supportive peer relationships in gifted students.

DATES:

Sydney	Wednesday 5 – Friday 7 January, 2011
Online	February-March, 2011

ASSIGNMENT DUE

Sydney	June 2011
Online	August 2011

OF GIFTED EDUCATION

LECTURERS

(For additional information on all 2010 COGE lecturers follow the COGE 2010 link on the GERRIC website.)

PROGRAM DIRECTOR AND PRINCIPAL LECTURER

Professor Miraca Gross



The program will be led by Dr Miraca Gross, AM, Professor of Gifted Education and Director of the Gifted Education Research, Resource and Information Centre (GERRIC) at the University of New South Wales. Dr Gross has 22 years' experience as a classroom

teacher and school administrator, including twelve years as a specialist teacher of gifted and talented children. She holds MEd and PhD degrees in gifted education and since 1987 has won eight international research awards in the education and psychology of gifted children. Miraca will teach Strands 1, 3, 4 and 5 of COGE 2010.

INTERNATIONAL VISITING LECTURER 2010

Professor Joyce VanTassel-Baska



Professor Joyce VanTassel-Baska is Professor Emerita at the College of William and Mary in Williamsburg, Virginia and former executive director of that university's Center for Gifted Education. She has worked as a consultant in gifted education for all 50

states of the USA and for 18 overseas nations. She is one of the world leaders in curriculum development for gifted students and has received numerous awards for her work including, in 1997, the Distinguished Scholar Award of the American National Association for Gifted Children (NAGC). A former high school teacher of English and Latin, Joyce will teach in Strands 3 and 4 of COGE as she has done in many previous years in this program.

INTERNATIONAL VISITING LECTURER 2010

Professor Lannie Kanevsky



Dr Lannie Kanevsky is an Associate Professor and Director of Field Programs in the Faculty of Education at Simon Fraser University in British Columbia. She began her career teaching in the primary grades and supporting students with special needs,

including students who are gifted, in British Columbia. She completed an M.A. in Special Education at San Diego State University and her Ph.D. at Columbia University, New York. Lannie's research explores ways of achieving an optimal match between each learner and the nature of his or her experiences so that classroom learning is engaging, challenging and developmentally powerful. She is a regular presenter at COGE and we are delighted to welcome her back in 2010 to teach in Strands 3 and 4.

INTERNATIONAL VISITING LECTURER 2010

Professor Ann Robinson



Dr Ann Robinson is Professor of Education and Founding Director of the Center for Gifted Education at the University of Arkansas at Little Rock. She is the President of the National Association for Gifted Children (USA) and is a former editor of *Gifted Child Quarterly*. With Shore, Cornell and Ward, Ann co-authored *Recommended Practices in Gifted Education: A Critical Analysis*, identified as one of the 50 most influential works in the field of gifted education. More recently, Ann co-authored the best selling text *Best Practices in Gifted Education: An Evidence-Based Guide*. Ann is a former high school English teacher and a former elementary school gifted education facilitator. Ann has presented in three previous COGEs and we are delighted to welcome her back.

More recently, Ann co-authored the best selling text *Best Practices in Gifted Education: An Evidence-Based Guide*. Ann is a former high school English teacher and a former elementary school gifted education facilitator. Ann has presented in three previous COGEs and we are delighted to welcome her back.

INTERNATIONAL VISITING LECTURER 2010

Professor Jonathan Plucker



Dr. Jonathan Plucker is Professor of Educational Psychology and Cognitive Science at Indiana University, where he directs the Center for Evaluation and Education Policy. Jonathan is a former teacher of elementary school and high school science. He

graduated from The University of Connecticut with a bachelor's degree in chemistry education and a master's degree in educational psychology and received his PhD in educational psychology from the University of Virginia. His research interests include education policy, creativity and intelligence, and talent development, and he has written more than 100 publications on these topics including two recent and highly acclaimed books. Dr. Plucker has received several prestigious awards for his teaching and research and we are delighted to welcome him to COGE for the first time to teach in Strands 1 and 2.

AUSTRALIAN VISITING LECTURERS

Bronwyn MacLeod

Bronwyn MacLeod is Director of Gateways Education, Sydney. She has had 18 years' experience as a classroom teacher including several years teaching gifted students in ability grouped settings. She has a Master of Education specialising in gifted education, UNSW's Certificate of Gifted Education and is currently completing PhD study in this field. She conducts teacher inservices in gifted education for schools across Australia and has been involved for several years with the Jason Project, a nationwide science enrichment program for middle school students.

AUSTRALIAN VISITING LECTURER

Ruth Targett

Ruth has worked in both the public and private sectors teaching gifted children in many educational settings. She has a Master of Education degree specialising in gifted education and has a Graduate Diploma in Psychology. She has worked for GERRIC teaching in Mini-Certificate courses and presenting workshops to teachers and parents of the gifted throughout New South Wales and interstate. Ruth currently teaches at Trinity Grammar in Sydney.

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AUSTRALIAN VISITING LECTURER

Michele Juratowitch

Michele has many years experience as a school counsellor. Her studies in the Certificate of Gifted Education in 1992 proved invaluable in her work with gifted students, their families and their teachers. In 2004 she was awarded a Churchill Fellowship to investigate counselling services and programs for gifted children and adolescents in major American centres. She served as Manager of GERRIC's program of workshops for parents of gifted children in regional and remote areas of Australia, which was funded by the Australian Government. Michele is Director of *Clearing Skies* which offers professional services to gifted students and their families, schools and organisations.

AUSTRALIAN VISITING LECTURER

Rosalind Walsh

Rosalind Walsh holds a Masters in Education degree specialising in gifted education from the University of New South Wales and was the Manager of the Gifted Education Research, Resource and Information Centre (GERRIC) for ten years. Rosalind was an invited speaker at the Fundación Andes Seminar in Santiago, Chile in 1999; and at the World Class Testing Seminar in London in 2001. She has also presented on GERRIC's work at a variety of conferences around Australia, at the National Association for Gifted Children (NAGC) in the US and at the Wallace Symposium in Iowa. She is currently undertaking PhD study at Macquarie University in the area of interventions for gifted children in preschool settings.

THE CERTIFICATE OF GIFTED EDUCATION

The Certificate of Gifted Education was exactly what I was looking for. As a primary school principal I wanted a practical, down-to-earth course that would give me advice on how to identify and develop curriculum for gifted students in my school that I could pass on to our teachers. The course provided wonderful assistance with planning and implementation of a whole range of initiatives – and it also provided a valued network of colleagues from across Victoria.

SUE HENDERSON, PRINCIPAL, BLACKBURN PRIMARY SCHOOL, BLACKBURN, VICTORIA

"I've just finished my first week of COGE online and I wanted to say - I'm loving it... all of it! I love that I can work at any time. I love that I can access everything I need for the week. I love that I can decide how and where and when I will do it. And I especially love what I am learning. I was scared when I first signed up that I wouldn't be able to keep up or that I would find the juggling of fulltime work, mum and wife too tricky - still a little scared - but one week down and I love it all. Thank you so much for the opportunity."

KATHY JOHNSTON OF CANBERRA, COGE 2009 ONLINE STUDENT.

We feel very grateful to have had the opportunity to participate in COGE as a team. COGE has provided us with training that has allowed us to create a School Policy and Plan for Gifted Education and offer professional development to our colleagues. As teachers in Catholic schools we feel it is important to provide an education which is equitable and allows all children to reach their potential — and that includes gifted and talented children. The COGE course has allowed us to begin this important journey.

CAROLE DAY, DOROTHY ROGERS, CATHY STAFF AND CATHY YOUNG, ST KEVIN'S PRIMARY SCHOOL, EASTWOOD, NSW

CERTIFICATE OF GIFTED EDUCATION 2010 REGISTRATION FORM

OFFICE USE ONLY

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Date Received

I wish to apply for: COGE Sydney COGE Online

I am currently a primary middle secondary K-12 teacher

I am currently teaching Stage(s): _____ (Or Year Level(s)): _____

Secondary teachers' Key Learning Areas (subjects you teach): _____

Personal details

Title _____ Surname _____ Given name(s) _____

Preferred name (as shown on nametag) _____

Home address _____ Postcode _____

Home telephone _____ Mobile telephone _____

Fax _____ Email _____

Employment details

state Catholic independent School _____

School address _____ Postcode _____

Telephone _____ Fax _____ Email _____

Special requirements

Please advise of any special requirements you may have (for example, hearing or sight impaired, wheelchair access, vegetarian or other dietary needs)

Current position

Academic qualifications _____

Professional experience _____

Please list additional information about the year level(s) and (for secondary teachers) the subjects you generally teach: _____

Have you undertaken any previous inservice in gifted education? If so, describe briefly: _____

How did you hear about the Certificate of Gifted Education? _____

Program fees

This program does not attract Higher Education Contribution Scheme (HECS) fees or university union fees, nor are participants required to buy textbooks, as comprehensive course notes and handouts are supplied. As a professional development award course it does not attract GST. Program fees can be paid in either of the following ways (please indicate your choice by checking the box):

Option A \$3,350

Payment in full by 11 December 2009

Option B \$3,500

Deposit of \$1000 by 11 December 2009

Balance of \$2,500 payable on 11 January 2010 at Strand 1 or by mail

For face-to face COGE applicants only:

Parking Vouchers

If you would like to purchase parking vouchers ahead of time to enable you to park on campus while attending the course, please indicate how many tickets you require. The cost of the vouchers is \$10:00 each including GST. The maximum number of tickets you will need is 8 (5 for the January 2010 week and 3 days in January 2011). Parking is complimentary during the September week of COGE.

Face-to-face COGE Please send me _ parking tickets at @ \$10.0 each.

Please remember to include payment for your parking vouchers with your deposit.

Participants who are self-funded may find that the cost of attendance is tax-deductible under s51(1) of the Income and Tax Assessment Act, but should confirm this individually with the Australian Taxation Office.

The closing date for enrolment applications is **Friday 11th December 2009**. Successful applicants will be advised by Tuesday 15th December. Schools will be invoiced by Wednesday 16th December 2009. Any cancellation received between 11th December will be refunded less an administration charge of \$500. Cancellations made after 11 December 2009 will not be refunded.

Method of Payment

Participants may choose between the two payment options listed above. Payment may be made by cash, cheque or credit card. Cheques should be made payable to The University of New South Wales. **However the application forms MUST include GERRIC in the mailing address.**

Payment details

I will be paying by **Option A** Please invoice my school for **Option A** **OR** I will be paying by **Option B**

Cardholder's Name: _____ Expiry Date _____/_____

Card Number _____ | _____ | _____ | _____ Signature _____

Invoicing

If your institution is paying your fees and you would like an invoice to be sent directly to that institution, please indicate the person to whom the invoice should be addressed and their postal address. _____

Please return this form with your deposit by **Friday 11th December 2009** to:

Linda Winit, GERRIC, The University of New South Wales, UNSW SYDNEY NSW 2052.
(If you do not include GERRIC in the mailing address your application may not reach us.)

IMPLICATIONS OF STATE GOVERNMENT INITIATIVES IN GIFTED EDUCATION

Over the last decade there has been a significant upsurge of concern for the needs of gifted and talented students in Australian schools. Every Australian state now has a policy which requires schools in all education systems to identify their gifted students and provide an appropriately differentiated curriculum which responds to these students' academic and socio-affective needs. For example:

- In New South Wales the *Government Strategy on the Education of Gifted and Talented Students* requires that schools use a combination of subjective and objective procedures to identify students of high potential. Gifted students may be educated either within the regular classroom, while enriching and differentiating their learning needs, or they may be placed in a variety of special programs including ability, achievement or interest grouping, or various forms of accelerated progression.
- In Western Australia the Gifted and Talented Guidelines published by the Department of Education and Training state: Gifted and talented students are not a homogeneous group. The range of talents and levels of emotional, social and physical development vary significantly. As a result, the behaviours of these students in the classroom may be quite diverse. They are not necessarily the high achievers, the most attentive, or the most cooperative in terms of task. Gifted and talented students are represented in all socioeconomic and cultural groups and are part of the population of almost all schools. For varied reasons many of these students are at risk of not achieving to their full potential.

Increasingly, state government policies assert that schools should have on staff a number of teachers who are trained in gifted education or who have undertaken significant amounts of professional development in this area, who can act as a resource for other teachers in the school. Australian and international research confirms that teachers who are trained in gifted education have more positive attitudes towards gifted students, feel more confident in their ability to recognise and respond to these students, and develop skills which assist them to differentiate the curriculum and develop special programs.

Program Delivery and Attendance

The face-to-face mode of the Sydney Certificate of Gifted Education program is conducted at the Kensington campus of UNSW. The program involves 16 hours of classroom attendance in each of the five strands, (total: 80 hours) spread over three school holiday periods. The course is conducted during the day with attendance from approximately 8.30 am to 5.00 pm.

Participants remain in the same group for the entirety of the Certificate of Gifted Education program and are required to attend all sessions of the program in the order set out in this brochure, beginning with Strand 1.

Assignments

The Certificate of Gifted Education program contains no examination; however, each Strand requires the completion of a practical assignment which will be assessed for quality by the program leaders.

In each assignment, participants will apply the skills and knowledge they have acquired during the program to develop relevant identification, curriculum development or programming strategies for use in their own schools. The practical skills developed during the program will directly benefit participants and their schools in implementing their state or education system's policy for the education of gifted and talented students.

Award of the Certificate

Successful completion of the Certificate of Gifted Education program will be recognised with the award of a certificate from the University of New South Wales. Participants who successfully complete the Certificate of Gifted Education and who are eligible to enrol in the University's Master of Education course may apply for credit for 16 units (one-third) of the Masters course. A number of other universities also allow COGE graduates to credit COGE towards their postgraduate degrees; for example, the University of New

England allows COGE to count as credit for three of the eight coursework units in their MEd (Specialising in Gifted and Talented). UNE's Master of Education can be conducted through distance education.

Eligibility

The Certificate of Gifted Education is open to any teacher or school administrator who has completed an approved course of tertiary study and who holds a recognised teaching qualification. Participants who intend to enrol in a Master's course after completing the Certificate should ensure that their undergraduate qualifications are sufficient for entry to the Master's program.

Registration and Further Information

To apply for admission to the program, complete the registration form and return it to the address on the form. *The Certificate of Gifted Education is extremely popular and places in the program are limited so early registration is advised.*

For further information on the Certificate of Gifted Education program, or to receive additional brochures or registration forms, please contact:

Linda Winit

Gifted Education Research, Resource and Information Centre

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<http://gerric.arts.unsw.edu.au>