



## Spotlight Series

# NZCGE Consultancy Spotlight Series 2021

## Overview

Gifted learners are a group of learners with additional support needs: learning, social and emotional, within the context of their giftedness ([NAG 1 \(c\) iii & \(d\), Learning Support Plan](#)). The professional learning and development needs of educators and those with Coordination responsibility are high in this area but competing priorities and busy workloads result in many educators being time poor. At NZCGE we aim to provide PLD that is responsive to educators needs. What we provide is unique in that it draws not just from our own expertise and formal learning in this field but our extensive experience in working with gifted learners. The Spotlight Series is developed in response to the keen but busy educator or coordinator who can manage bite-sized chunks of learning in an online environment. Each Spotlight is a building block to the bigger picture of understanding, identifying and supporting giftedness.

## The foci of the Spotlight Series will be:

- bringing theory to life
- getting straight to the heart and crux of each topic
- honing in on doable practice
- accessing tried and tested practical resources

**Platforms:** Zoom and Slack

## Learning Format:

**Prior to Spotlight Session:** Immersion and online discussion

**Spotlight Session:** Facilitated group learning

**Post Spotlight:** Ongoing online group collaboration

**Cost:** \$50 + gst per Spotlight

Educators can register in any they see as meeting their needs and budget.

Discounts available for NZCGE Tier 3 and 4 Contributing Schools:

- \$37.50 for NZCGE Tier 3 Contributing Schools
- \$0.00 for two staff from an NZCGE Tier 4 Contributing Schools.  
25% discount for further staff registrations.

## Facilitator



**Anna Meuli M.Ed endorsed Special Education (hons), B.Ed, Dip STN, Dip Teaching.**

Anna joined Gifted Kids in 2007, having worked as a Gifted Education Advisor, Lecturer, Gifted and Talented Lead Teacher, and primary school educator. Her role as NZCGE's Consultancy Manager has her managing and implementing services for the adults in the lives of gifted children. Outside of her work with NZCGE, Anna has contributed to Gifted Education in New Zealand through her role as a giftEDnz (The New Zealand Professional Association for Gifted Education) Board Member and the TeToi Tupu Gifted and Talented Education Regional Coordinator and Facilitator for Central South. Anna has played a key role as co-editor and co-writer of the NZCGE Curriculum and programme implementation handbooks, and in the development of our entry selection process.



## TO REGISTER

[Click here](https://bit.ly/3qQ0rEW) or go to link: <https://bit.ly/3qQ0rEW>

## FOR MORE INFORMATION

[anna.meuli@nzcge.co.nz](mailto:anna.meuli@nzcge.co.nz) • 027 544 1497 • [www.nzcge.co.nz](http://www.nzcge.co.nz)



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## Spotlight dates and details

**3 March**

**Spotlight 1:**

Intellectual Giftedness

The traditional domain of giftedness. What does it look like in students? How does it manifest across learning areas? What might support its identification? How does it impact on the learner's needs?

**17 March**

**Spotlight 2:**

Creative Giftedness

The quirky side of giftedness. What does it look like in students? How does it manifest across learning areas? What might support its identification? How does it impact on the learner's needs?

**31 March**

**Spotlight 3:**

Socio Affective Giftedness

The interpersonal and intrapersonal side of giftedness. What does it look like in students? How does it manifest across learning areas? What might support its identification? How does it impact on the learner's needs?

**14 April**

**Spotlight 4:**

Socio – Cultural Perspectives

Giftedness from Maori and Pasifika perspectives. What does this look like in students? How does it manifest across learning areas? What might support its identification? How does it impact on the learner's needs?

**5 May**

**Spotlight 5:**

Linking definition with identification practices

It is not uncommon to see a sound multicategorical definition in place in a school only to find that the majority of students identified are those with strengths in English and Maths. How can identification across various areas or domains of strength be achieved?

**19 May**

**Spotlight 6:**

Taking a team approach to identification

A team approach is advocated for as best practice by the Ministry of Education, but how can this be achieved in a safe and doable way? When the process is opened up to include whanau teachers need to be very well supported. The process also needs to be seamless and streamlined so as not to be unduly cumbersome. A supportive and doable system is achievable.

**2 June**

**Spotlight 7:**

Beyond Performance – spotting potential

It is easy to spot gifted young people who perform highly but not so for those who have real capability but are not either achieving well or engaging in learning. What might be some of the barriers to spotting those with potential and what might enable the process?

**16 June**

**Spotlight 8:**

Identifying and Prioritising needs

Identification should not be a stand-alone process that seeks to label students but rather it should provide the necessary information to both identify capabilities and associated needs. The end result of the identification process should be the collation of rich data that enables the development of a personalized approach to meeting needs.

**30 June**

**Spotlight 9:**

Ramping up Intellectual Challenge

Intellectually gifted learners crave a level and amount of depth and complexity that they do not experience frequently enough. What simple rules and strategies can be drawn upon to feed the intellectual craving of gifted learners on a daily basis?

**28 July**

**Spotlight 10:**

Feeding the Creative Mind

Creatively gifted learners crave a level and amount of ambiguity, flexibility and openness that they do not experience frequently enough. What simple rules and strategies can be drawn upon to feed the creative craving of gifted learners?

**11 Aug**

**Spotlight 11:**

Supporting Wellbeing

Giftedness impacts broadly on a young person's experience; not just on their learning experience but equally on their physical, social, emotional and spiritual development. What indicators reveal healthy wellbeing in this holistic approach and what indicate a concern? What are some essential practices for supporting the wellbeing of gifted learners?

**25 Aug**

**Spotlight 12:**

Determining Effectiveness – Self Review

How do we know if what we are doing is making a difference or what degree of difference it is making? It is empowering and necessary to be able to speak to and defend the choices that are made to meet the needs of gifted learners as well as to inform strengths and areas for further development.

**TO REGISTER**

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**FOR MORE INFORMATION CONTACT:**

Anna Meuli

[anna.meuli@nzcge.co.nz](mailto:anna.meuli@nzcge.co.nz)

027 544 1497

[www.nzcge.co.nz](http://www.nzcge.co.nz)



New Zealand Centre  
for Gifted Education  
*Empowering Extraordinary Minds*