1. Senate Inquiry 2001: The Education of Gifted Students

On October 2\textsuperscript{nd} the Senate Employment, Workplace Relations, Small Business and Education References Committee released its report into the education of gifted and talented children. This inquiry was initiated after it was found that none of the recommendations presented in the 1988 report of the Senate Select Committee on the Education of Gifted and Talented Children had been implemented. (Geake, 1999)

1.1 Definition of Gifted

The Senate Committee distinguished between the terms \textit{gifted} and \textit{talented} and recognised that they refer to ‘potential and achieved performance respectively’ and decided to avoid the word \textit{talented} in the title of the final report. (Senate Employment, Workplace Relations, Small Business and Education References Committee, 2001:7)

The Senate Committee has retained the term \textit{gifted} and defined it as 'having significantly high ability relative to the peer group'. The report goes on to say that:

This deliberately leaves open the question of which fields of endeavour are valued: for example, whether 'giftedness at sport' is equivalent to 'giftedness at academic learning'. In the Committee’s view the practical focus should be on needs. Giftedness in any valued field of endeavour should be accepted, valued, and supported, but this says nothing in particular about what interventions (if any) are needed to respond to it. The focus for action should be on what needs require what interventions.

(Senate Employment, Workplace Relations, Small Business and Education References Committee, 2001:6-7)

1.2 Educational Provision for Gifted Students

In Australia, until recently, the special needs of gifted students have not been recognised. The Senate Employment, Workplace Relations, Small Business and Education References Committee Inquiry into The Education of Gifted Children (October, 2001) states that:

There has been little progress in provision for gifted students since 1988. All interest groups agree that there are continuing problems. Gifted children have special needs in the education system; for many their needs are not being met; many suffer underachievement, boredom, frustration and psychological distress as a result. ... Negative
Community attitudes to giftedness are widely reported. Many of these are based on misconceptions. Consciousness raising to improve the acceptance of giftedness should be an important part of the national strategy for education of the gifted, which the Committee recommends. The aim should be to have giftedness recognised as a characteristic of some children, and acknowledged as requiring particular interventions. As the Committee notes, 'Equity should be viewed as equal access to an appropriate education...The idea of a fully humane society is to treat all individuals and groups with concern and understanding - in other words, to be responsive to diversity.

(Senator Jacinta Collins, 2001:xi)

1.3 Educational Initiatives for Gifted Students in Bendigo

La Trobe University Bendigo, in a pre-emptive response to the issues raised by this Committee Inquiry, established the Daedalus Program for gifted students in 1999.

The Gifted Children Interest Group Committee is responsible for the operation of the Daedalus Program and is composed of parents from the Parents Association for Children of Special Abilities (PACSA), teachers from both DEET and Catholic Education, and staff of La Trobe University Bendigo.

2. History of Support for Gifted Children in Bendigo

PACSA is an association of parents of gifted children, teachers and schools that was formed at a public meeting held in Bendigo in 1989. This Association services an area from Woodend to Mildura. PACSA established the Bendigo Teachers Gifted Network in 1993 to provide a forum for specifically for teachers to develop their knowledge of gifted education.

PACSA has been providing acceleration and enrichment activities for gifted children in Bendigo and northern Victoria for the past twelve years. These have been both for the members of the association and for other interested families. Some activities are informal family gatherings to places of interest such as the Whipstick Forest and the Castlemaine Gardens, while others are formal programs such as mathematics, pottery or science workshops for gifted children. PACSA has employed local presenters or experts from Melbourne, Sydney or overseas to run activities and programs. A series of hands-on workshops in science that was presented by the staff at Bendigo Regional Institute of TAFE (BRIT) had an overwhelming response of several hundred applicants. This helped to provide the data required to initiate the Bendigo Discovery Centre. PACSA also initiated the Bendigo Chapter of the CSIRO Double Helix Club.

PACSA has been actively involved in providing professional development in Gifted Education for teachers and parents. Regular workshops, information sessions, talks, lectures and conferences have been held in Bendigo and other regional centres. PACSA helped to coordinate the Forum on Gifted Education held at La Trobe University in 1997. The Keynote speaker for this Forum was Professor Gilah Leder,
from La Trobe University Bundoora. Local schools were invited to present their
gifted education programs and parents gave talks about their experiences with their
children. In 1998 PACSA coordinated the *Candles in the Wind Conference* held in
Bendigo. The presenter for this Conference was Professor Miraca Gross from the
University of New South Wales. This Conference was arranged and funded by
PACSA with some minor financial contributions from DEET and Catholic Education.
There were more than one hundred delegates from across Victoria and interstate
attending this full day/evening Conference. PACSA was supported by people such as
Professor Arthur Cropley, who was previously Head of the Psychology Department at
La Trobe University Bendigo, who traveled from Adelaide to attend the Conference.

PACSA is currently involved in arranging the Victorian Regional 2002 tour for
Professor Michael Piechowski. Professor Piechowski is currently working in the
United States and is considered to be the leading world expert on the emotional
development of gifted children. He will be visiting Sydney for the 9th National
Conference of the Australian Association for the Education of the Gifted and Talented
in October and will stay in Australia for three months. He is very interested in
running courses for children while he is here, as well as workshops for parents and
teachers.

La Trobe University Bendigo has traditionally been a community focused education
provider and has taken a pro-active role in community development and community
based research. As part of this role, La Trobe University Bendigo staff have
discussed with PACSA the possibility of other ways to help gifted students.

The proposal for the La Trobe University Bendigo Centre of Excellence was first put
to university staff in 1996. A group of interested people was formed and held regular
meetings for some time. However, due to staff changes, the group was disbanded.
PACSA has continued to supply information to the University and to discuss the
issues with interested staff on a regular basis. PACSA was delighted when Professor
Arthur Cropley was appointed to the Psychology Department. As editor of the
European Journal for High Ability Studies, he was a great resource for the group and
worked as a mentor for one of our senior students. He was also able to support Wayne
Friswell to start the very successful Bendigo Senior Secondary College Acceleration
Program.

3. The Daedalus Program 2000

In 2000 La Trobe University Bendigo was approached by PACSA to help run a full
day enrichment program for gifted students. The idea for the program was based on
other very successful programs that had been run at other Universities. However two
points about these other programs that made it difficult for PACSA members to
attend, were that they were only available in Melbourne or inter-state and that they
were provided at a cost of one hundred to several hundred dollars. When this cost
was added to the cost of transport, accommodation and provision for siblings, these
courses become prohibitive to most people from rural areas.
Another obvious reason for arranging this program was that PACSA had been providing these types of workshops and activities for twelve years and were well aware of the problems that gifted children face in their search for appropriate education. It was seen that there was a need to consolidate some of these activities at the University to improve access for gifted students to further study at the local tertiary provider.

The Daedalus Program was designed to provide two aspects essential for the education of gifted students. Firstly, social interaction with like-minded peers and secondly, acceleration provision rather than enrichment activities. This one day program is unique in Australia, both for the fact it is presented free to participants and for the level of community involvement. The program was available to all gifted children in the Lodden/Campaspe Mallee Region, at both primary and secondary schools.

The Gifted Children Interest Group Committee was responsible for the planning, organisation and operation of the Daedalus Program. This Committee was formed by inviting teachers from Bendigo who were working as gifted education coordinators at their schools to join with representatives from PACSA and staff from La Trobe University Bendigo.

The Program was advertised through the DEET bulk mail service to all schools in the Lodden/Campaspe Mallee Region and the Catholic Education Sandhurst Diocese as well as the independent schools in Bendigo. The Bendigo Advertiser printed an article about the program and the PACSA Newsletter also advertised the Program.

Over 200 applications were received for 160 available places. This is despite the fact that many schools did not advertise the program or inform their school community. Students self selected into this program which allowed children as young as seven and as old as seventeen to participant in the same topic.

In this first year of operation, the presenters of the workshops were academic staff members of La Trobe University Bendigo. The workshops conducted were Ancient Mathematics, Astronomy, Ceramics, Psychology, Computer Animation and Politics.

4. The Daedalus Program 2001

In 2001 the Committee arranged twelve workshops, with presenters from La Trobe University Bendigo, the Bendigo Art Gallery, the Bendigo Chinese Association, BRIT and a number of other external presenters. The idea was to extend the Program to include other groups and institutions in Bendigo to improve community awareness and support, not only for the Daedalus Program but also for the students themselves. Some workshops were run for the full day, while others were run as a morning session. One of the highlights of the day was a demonstration at lunch time by the La Trobe University Historical Re-enactment Group in full armour complete with swords and shields. The group attended as part of The Middle Ages workshop.
<table>
<thead>
<tr>
<th>Workshops</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing with Images and Artifacts: Extracting Meaning from What We See.</td>
<td>Jill Wilson, State Adviser, Asia Education Foundation.</td>
</tr>
<tr>
<td>Daedalus Spoke Greek - He Should have Spoken Latin!</td>
<td>David Kennedy</td>
</tr>
<tr>
<td>Web Authoring</td>
<td>Llewellyn Collins</td>
</tr>
<tr>
<td>&quot;Let’s Face It&quot; - Portrait Drawing Workshop</td>
<td>Helen Attrill, Education Officer, Bendigo Art Gallery</td>
</tr>
<tr>
<td>Literature and Creative Writing</td>
<td>Jim Aubrey, author of non-fiction, short fiction and poetry, BRIT</td>
</tr>
<tr>
<td>Psychology: What does your brain let your mind do?</td>
<td>Paul Maruff, School of Psychological Sciences, La Trobe University Bendigo</td>
</tr>
<tr>
<td>Duelling with Java!</td>
<td>Mary Martin, Senior Lecturer, Division of Information Technology, School of MTE, La Trobe University Bendigo</td>
</tr>
<tr>
<td>Ceramics</td>
<td>Tony Conway, Lecturer in Ceramics, La Trobe University Bendigo</td>
</tr>
<tr>
<td>Exploring the Universe - Online Astronomy</td>
<td>Michael Gallagher, Eaglehawk Secondary College</td>
</tr>
<tr>
<td>Why Does it Come Back? Boomerang Throwing Workshop</td>
<td>Rob Croll, twice World Individual Boomerang Throwing Champion</td>
</tr>
<tr>
<td>The Golden Dragon</td>
<td>The Bendigo Chinese Association</td>
</tr>
<tr>
<td>The Middle Ages</td>
<td>Rod Blackhirst, Senior Lecturer, Humanities, La Trobe University Bendigo.</td>
</tr>
</tbody>
</table>

Table 1. Workshops conducted in 2001.

Promotional material was sent to all State schools in Loddon Mallee Campaspe Region by Bendigo DEET Regional Office via their bulk mail system; to the schools in the Catholic Archdiocese of Sandhurst by their Gifted Coordinator; and to members of PACSA via their newsletter. Private schools in Bendigo were notified by direct mail.

Over 330 applications were received and we were able to offer places to 298 students. Applications were received from State, Catholic and private schools, both primary and secondary. Two applications were from children who were home schooled and one from a student enrolled at BRIT.

As can be seen by looking at Table 2, the number of applications from schools varied and was not a reflection of the school’s size but more likely a reflection of the interest of the staff at a particular school. From interviews with teachers from schools with low or no applications, either the schools did not get the information or it was not passed on to relevant staff. Of the seven schools in Table 2 with the highest number of applications, six schools had direct contact with a Daedalus Committee member.
School | No. applications
--- | ---
Kennington PS | 26
Catholic College Bendigo | 20
St Augustine's Kyabram | 20
Flora Hill SC | 17
Golden Square SC | 15
Spring Gully PS | 13
Mildura South PS | 12
Galen Catholic College | 10
Comet Hill PS, Echuca SC, Lockwood PS, Maryborough PS | 9
Highview Christian College, Kangaroo Flat PS, Maldon PS, Maryborough Regional College | 8
Echuca Sth PS, St Francis of the Fields Strathfieldsaye, Weeroona SC | 6
East Loddon P-12 College | 5
White Hills PS | 4
Baringhup PS, Castlemaine Nth PS, Drummartin PS, Echuca High School, Girton Grammar, Glendal PS Glen Waverley, Irymple South PS, Mildura West PS, New Gisborne PS, Specimen Hill PS, St Joseph's PS Benalla, St Mary's Rushworth, St Paul's Irymple, St Peters Nth PS Bendigo, Treenthham District PS, Wyceproof P-12, home schooled | 3
Bendigo Violet Street PS, Braemar College, California Gully PS, Camp Hill PS, Campbells Creek PS, Carisbrook PS, Castlemaine PS, Eaglehawk Nth PS, Eaglehawk SC, Irymple PS, Kangaroo Flat SC, Merbein West PS, Mowbray College, Natte Yallock PS, Redcliffs East PS, Robinvale SC, Rushworth P-12 College, St Augustine's PS Maryborough, St Joseph's PS Kerang, St Joseph's PS Echuca, St Mary's PS Echuca, St Paul's Mildura, Swan Hill SC, BRIT, Taradale PS, Tylden PS | 2

Table 2. Number of applications received per school.

A principal of one State primary school said that she had not received any information but had received an empty envelope from the DEET Regional Office. Once she was provided with the information she then placed a notice in her school newsletter. A teacher who attended the Bendigo Teachers Gifted Network meeting at the end of October 2001 had never heard of the program. It can be seen from these responses, that there has been a lack of information dissemination at some schools. Some schools were represented only by students who found out about the Program through PACSA,
or from siblings at other schools. This then means that there is a group of students who have not had the opportunity to access the Daedalus Program, who may have chosen to do so if they had been informed.

4.1 Information Sessions for Parents

Gifted Education Information Sessions were run for parents and teachers in the morning and afternoon. These covered assessment of gifted children (presented by Dr Michael Fawkner), an information session on needs and provision for gifted children, and a parent forum (both presented by Rhonda Collins). Parents were taken on a tour of the Hayward Library as part of the parent forum to increase their access to research and reference material. A second session of the Boomerang Workshop and a supervised board-games room were provided in the afternoon for students in morning-only Workshops, enabling parents to attend the afternoon information sessions.

4.2 Funding

The program was funded from a number of sources, including Loddon Campaspe DEET Regional Office, the Bendigo Teachers Gifted Network, Catholic Education in Bendigo, PACSA and La Trobe University. Volunteer help for the day was provided by the Committee, PACSA, the Principal of Lockwood Primary School and staff from Spring Gully Primary School.

With this support from the education community in Bendigo we were able to offer the program with no charge for participation, only for materials. In this way students from low income families who would not otherwise be able to afford to participate were able to attend. This is of major importance, as the Senate Committee found that the widely held mistaken belief that ‘the gifted will succeed regardless’ and ‘do not need special intervention’ is ‘most detrimental to poorer or minority children’ who ‘are more likely to grow up with their potential unrealised’. (Senate Employment, Workplace Relations, Small Business and Education References Committee, 2001:15-16)

4.3 Value of the Daedalus Program

4.3.1 Reactions from presenters

The presenters, most having presented both in 2000 and 2001, were impressed by the behaviour and skills of the gifted children who participated, and generally expressed their wish to be part of the Program again. Comments from presenters included:

"They asked better questions than my first year students!"

"I wish I had a few of these kids in my class."

The Bendigo Art Gallery and the Bendigo Chinese Association were both delighted to participate in the Program. The Art Gallery commented on the high standard of the artwork produced and the Chinese Association was surprised at the level of maturity
and questions asked by some of the very young gifted children who attended their workshop.

4.3.2 Reactions from students and parents

As a part of the Program evaluation and ongoing support for gifted children, PACSA members interacted and talked with the participants and their parents during the day and afterwards. Students were enthusiastic about the Program and many commented that it was better than school. They were able to meet children of like minds and display their love of learning in a non-judgemental environment. Many of these students met others with whom they have since kept in contact. Some students asked why the program is only provided once a year and one commented to one of the organisers at La Trobe University Bendigo Open Day that he was already a student at La Trobe because he participated in the Daedalus Program.

Many students came from schools that not only did not provide any differentiated educational provision, but also did not recognise or support gifted students. The result is that many of these students "suffer underachievement, boredom, frustration and psychological distress." (Senate Employment, Workplace Relations, Small Business and Education References Committee, 2001:xiii)

In discussion with some parents and students it was found that participation in the Daedalus Program was the only positive and stimulating educational experience they had experienced since starting school. Many parents thanked the organisers and commented on their children’s increased wellbeing after their participation. The parents enjoyed the contact with other parents with similar experiences - often it was the first time they had been able to discuss their children without public censure. They found the information provided at the gifted education information sessions invaluable, some not having access to the academic research before.

One primary student, whose two older sisters left school before the age of fifteen and who displays all the characteristics of a gifted underachiever, is also at risk of leaving school early. The experience of the Daedalus Program and the support and information given to this family has already made a difference to the way he feels. However, there is still no provision at his school where he is considered to have an "attitude problem" rather than the special educational and social needs of a student with high intelligence.

In a recent study of students at risk undertaken in the schools of the Sandhurst Diocese by Dr Dixie Blanksby, gifted students were identified as one of the groups potentially at risk.

These ... students-at-risk may become marginalised and either isolated and withdrawn, or disruptive, angry and even violent. In some cases there is thought to be a relationship between these factors and such anti-social behaviours as alcohol and drug abuse, and petty crime.

(Blanksby, 2001:12)
The Senate Employment, Workplace Relations, Small Business and Education References Committee found that unrecognised, underachieving gifted children are disadvantaged and recommended that:

The Commonwealth should amend the guidelines for targeted programs for schools to confirm that the disadvantage suffered by gifted children whose needs are not met is within the meaning of ‘educational disadvantage’.

(Senate Employment, Workplace Relations, Small Business and Education References Committee (2001:102)

The responses from students and parents who participated in the Daedalus Program confirmed the findings of the Senate Report and clearly demonstrated the widespread seriousness of the lack of educational provision for gifted children.

4.3.3 Reactions from schools

One of the organisers received a thank you card from Maldon Primary School whose principal was pleased that their students were able to attend. Staff at Weeroona Secondary College were able to provide ongoing support for some of their participating students after parents and staff had discussions with some of the Daedalus Committee. The principal of Lockwood Primary School volunteered to assist with the supervision of the workshops, as did teachers from Spring Gully Primary School. Some student teachers completing the Graduate Diploma in Special Education and Human Services at La Trobe University Bendigo also attended workshops for the students and the parent information sessions. Teachers from several schools attended the information sessions throughout the day and were appreciative of the standard of the presentations and the practical assistance these sessions provided for their teaching.

5. The future for gifted students in the Bendigo Region

The overwhelming success of the Daedalus Program has resulted in La Trobe University Bendigo establishing a second program at the University Campus at Mildura. Suggestions have been made to extend the program to included weekend workshops through the year, offers of places in the regular University Summer School programs and short courses to those students who have successfully participated in the Daedalus Program. This will allow students to obtain University level credits at any age, whether still attending school or not.

These plans and suggestions are the results of overwhelming demand and as a direct response to try to make some provision for gifted students in the light of the findings of the Senate Report. The Daedalus Program Committee members have brought with them many examples of non-provision for gifted children in Bendigo and other areas. They have also been told of many new cases of issues in this field that are unfolding. (See Appendix 1) It is important for the welfare of gifted students that La Trobe University Bendigo formalize its position in the field of gifted education and take a
leadership role in the community to provide for the special needs of these children.

Submissions to the Senate Employment, Workplace Relations, Small Business and Education References Committee confirm that the special educational and social needs of gifted children are not being met. The Senate Report made a number of recommendations for action by the Federal government and the community.

As part of a discussion of rural isolation of gifted students, the Senate Report quoted from the submission presented by La Trobe University Bendigo:

Dr Faulkner and Dr Blanksby of La Trobe University (Bendigo campus) suggested that regional universities could have a role in reducing the isolation of the gifted.
(Senate Employment, Workplace Relations, Small Business and Education References Committee, 2001:75)

Four recommendations of the Senate Report concern provision for gifted children in relationship to universities:

Recommendation 11 (paragraph 3.145): The Australian Vice-Chancellors’ Committee, in consultation with school education authorities, should develop a policy providing more flexible university entry and study options for gifted students.

Recommendation 10 (paragraph 3.135): MCEETYA should investigate the options for wider provision of centres of excellence in the public school system.

Recommendation 18 (paragraph 5.9): The Commonwealth should fund a national research centre on gifted education.

The Committee agrees that the Commonwealth should fund a national centre. This form of positive discrimination in relation to one specialty of education is justified by the special needs described in this report.

(Senate Employment, Workplace Relations, Small Business and Education References Committee, 2001:100)

Recommendation 20 (paragraph 5.14): The Commonwealth through MCEETYA should support development of national curriculum materials to differentiate the curriculum for gifted children.

All of these recommendations are applicable to La Trobe University Bendigo.

5.1 Bendigo Centre of Excellence

In their submission to the Senate Employment, Workplace Relations, Small Business and Education References Committee inquiry into the education of gifted children, Dr Michael Faulkner and Dr Dixie Blanksby commented on the possibility of establishing a gifted education research centre in Bendigo.
La Trobe University is willing, and well placed, both geographically, and in terms of the current academic programs we offer, and the community agency and network links we currently enjoy to be able to house such a centre.

(Faulkner and Blanksby, 2001:9)

It is therefore proposed that a Centre of Excellence be established incorporating the Daedalus Program, a Special School and a Research Centre for the education of gifted children on the grounds of the campus of La Trobe University Bendigo.

PACSA has already investigated the possibility that an independent special school could be established and registered. This school would attract both Federal and State funding in the first year of operation. The Registrar of independent schools, prior to the release of the Senate Report, has indicated that he is satisfied that gifted students would meet the criteria for inclusion in the "special" category. The Senate Report now consolidates that position of gifted children as special needs students.

This proposal would benefit La Trobe University Bendigo, which is seen to be a community based institution with a strong local identity, and would consolidate the Bendigo campus as a leading tertiary institution in the field of educational research. This would then have flow on effects to the wider community, which would then feed back into the University in the form of funding and business support for the Centre. Individual sponsorship of students could encourage personal commitment and contact between businesses and gifted students and increase the possibility that gifted students would choose to stay in Bendigo for their tertiary education rather than move to Melbourne or other locations. Preservice and trained teachers would have direct access to leading research into gifted education and would have the opportunity to work directly with gifted children in specialised settings.

Most importantly gifted students would be able to access an education system that could cater to their individual needs in a caring and supportive environment.

La Trobe University Bendigo would be in the unique position of having initiated educational provision for gifted students, conducted research on those initiatives and be able to directly apply the results of that research back into teacher training.

We recommend this proposal and trust that you will give it your most serious consideration.
References


Senate Employment, Workplace Relations, Small Business and Education References Committee (2001) *The education of gifted children*. Canberra: Commonwealth of Australia
Appendices

Appendix 1

“A Current Affair” - Reactions of Two Schools

On 23rd October 2001 A Current Affair aired an article on the experiences of gifted students. Lalor Primary School was highlighted as a school providing for gifted students to the best of its ability, with no funding. A parent and two students were interviewed with the full knowledge and approval of the principal and all feedback from the school community was positive. Since this program was telecast a number of families have contacted the school to inquire about enrolments.

Also aired in the segment was a panel interview of a number of students from schools in Bendigo. The producer went to a lot of trouble to edit anything that could identify the students or their schools. The parents of the students informed their school principals of the proposed interview.

The principal of one of the Bendigo schools represented told his students that they could not say they were bored or victimised as that would give a poor impression of the school.

The students’ comments shown on the segment were descriptions of their feelings and no mention was made of any of the schools.

A promotional segment was aired the day before the interview went to air and, without seeing this segment and before the interview was aired, this principal called the students into his office and told them he was appalled and their statements reflected badly on the school. He called an assembly of all Grade 4/5/6 classes and told the students to watch the program and make up their own minds about what was said. This so distressed the gifted students that their parents went as a group to speak to the principal after school. The principal yelled and screamed at the parents for three quarters of an hour, with one mother leaving in tears and another on the verge.

The next day, after the interview was aired, two of the three students on the show were too frightened to go to school. The principal went back to the Grade 4/5/6 classes and told them the program was inaccurate but they were to “make up their own minds”.

Outcomes from this include:

(i) bullying of the students who appeared on the show.
(ii) the gifted coordinator’s job description for this school for 2002 does not include the word ‘gifted’
(iii) the word ‘gifted’ seems to be deleted from all documentation
(iv) the school newsletter about the ACA segment referred to “so called gifted students”
(v) teachers at the school have stated that they are not only not to mention the word ‘gifted’ but have the impression “they are not allowed to think it”

This reaction is at the heart of the Senate Report comments:

... negative underlying attitudes are widely reported. ... Lack of training and confidence in teaching gifted children may cause teachers to avoid the issues. Where there are negative attitudes it is less likely that teachers will be aware of their ignorance. Prejudice favours mistaken beliefs which tend to support the prejudice. ... Many submissions reported negative attitudes to high intellectual ability - among school managements, teachers, and the community at large.

(Senate Employment, Workplace Relations, Small Business and Education References Committee, 2001:29)

Appendix 2

Daedalus Program details 2002 including letters to schools and parents

Appendix 3

Sample of certificate presented to participants