

Dr. Susen Smith
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Dr. Susen Smith is a Lecturer in Learning, Teaching, Gifted and Talented Education at the University of New England (UNE), Australia, and is a member of UNE's Centre for Research in International and Sustainability Education (RISE), Science and Information and Communication Technologies and Mathematics Education in Rural and Regional Australia (SiMERR) NSW, Centre for Research in English Multiliteracies Education (CRÈME) and the Talloires Declaration Implementation Committee. She presented two well-received papers at the first One Voice conference in San Francisco, which led to being invited to be the Australian representative of the International Institute of the One Voice Elemental Ethics and Education. She has three decades of experience as an educator in primary to tertiary education, where she has held a variety of executive, coordination and consultancy roles. Designing and implementing policies, curriculum programs, professional development and community-based initiatives on effective elementary pedagogy are her areas of strength. Susen's key areas of expertise include: Lecturing in both postgraduate and undergraduate education in Learning, Teaching, Gifted and Special Education, Teaching and co-ordinating all NSW K-6 Key learning Areas (KLAs), researching in elementary school contexts, Gifted and Talented Education, Special Education, Literacy, Environmental Education, Aboriginal Studies and consultancy as an academic advisor. Specific interests include differentiating the curriculum and pedagogy across key learning areas, philosophy, socio-emotional needs of students, authentic learning, community projects, enrichment programs, project based learning and education for sustainability. Her research interests interrelate the diversity of her experiences. For example, she writes on repersonalising educational contexts for the social and emotional needs of gifted children, provides professional development programs using authentic learning projects, researches differentiating the curriculum for student diversity in a variety of curricula area and in Education for Sustainability (EfS). She is the principal researcher on three current EfS projects and has led tertiary, teacher, parent, student and community groups whose community-based projects have won environmental awards and grants. Susen designed the very unique 'Education for eco-engagement' program, which incorporates engaging the community using authentic learning sustainability projects to support the social and emotional needs of gifted students. Some of her publications include:

- Smith, S. R. & Laura, R. S. (2009). Nurturing the social and affective needs of gifted children through repersonalizing educational ecologies. *Asia-Pacific Journal of Gifted and Talented Education*, 1(1), 23-40.
- Laura, R.S. & Smith, S.R. (2009). The reenchantment of science education: Towards a new vision of engaging gifted students in science. *First International Symposium for Innovation in Rural Education (ISFIRE): Innovation for Equity in Rural Education*, 11-14 February, University of New England, Armidale, Australia.
- Laura, R.S. & Smith, S.R. (2008). Reconceptualizing relationships within high-tech social and educational contexts. *One Voice International Conference The Institute of Elemental Ethics and Education Westin St. Francis, San Francisco, USA July 5 - 9, 2008*.
- Smith, S.R. (2008). An ecological framework for differentiating the curriculum for all primary school students. *One Voice International Conference The Institute of Elemental Ethics and Education Westin St. Francis, San Francisco, USA July 5 - 9, 2008*.
- Soliman, I. & Smith, S. R. (2008). Towards a community of professional practice: UNE teaching and learning sharing sessions. ISTE, UNE. 28th Annual International Seminar. *International Society for Teacher Education. Continuing Development in Teacher Education 20-25 April 2008 University of New England, Armidale, Australia*.
- Laura, R. S., Marchant, T., & Smith, S. R. (2008). *The New Social Disease: From High tech depersonalization to survival of the soul*. University Press of America: Lanham.
- Smith, S.R. (2007). Differentiating instruction in literacy for student diversity in Stage 2 classes. *Bridging the Gap Between Ideas and Doing Research, Australian College of Educators*.
- Smith, S. R. (2007). Differentiating instruction in literacy for student diversity in Stage 2 classes. *Bridging the Gap Between Ideas and Doing Research, University of New England*.
- Smith, S.R. (2007). Dynamic differentiation for student diversity in inclusive classroom ecosystems. *SiMMER Narrowing the Gap Conference, UNE, Armidale*.
- Smith, S.R. (2006). Differentiating instruction in literacy for student diversity in Stage 2 classes. *Bridging the Gap Between Ideas and Doing Research, UNE Inaugural Postgraduate Conference*.
- Smith, S.R., Arthur-Kelly, M. & Smith, R.J. (2005). Reflections on an observational study of literacy practice in Australian primary schools. *Redesigning Pedagogy, Research, Policy and Practice Conference, National Institute of Education, Nanyang Technological University, Singapore, 30th May to 1st June. Centre for Research in Pedagogy & Practice (CRPP)*.
- Smith, S.R., Robinson, G.L., Arthur-Kelly, M.D. & Morgan, P.J. (2004a). Teachers' perceptions of instructional differentiation to cater for student diversity: A pilot survey study. *AARE 2004 Conference Papers Collection, Melbourne, Australia, 1-21*.
- Smith, S.R., Robinson, G.L., Arthur-Kelly, M.D. & Morgan, P.J. (2004b). The relationship between instructional differentiation, student diversity and academic-engagement: A pilot observation study. *AARE 2004 Conference Papers Collection, Melbourne, Australia, 1-23*.
- Smith, S.R. (2002). Merging Aboriginal and early childhood pedagogy: Reflections on practice.

Journal of Aboriginal Studies, 1, 51-68.

- Smith, S.R. (2002). Differentiation of reading instruction for students with advanced learning needs in inclusive K-6 classrooms to enhance educational and social needs. Paper presented at the *Australian Association for the Education of the Gifted and Talented, 'The Gifted Journey, Reflecting Forward'*, October, 20th -23rd, Powerhouse Museum, Sydney: AAEGT.
- Smith, S.R. (2001). Facilitating positive interactions between students with diverse needs in inclusive classrooms. Paper presented at the *Australian Association of Special Education National Conference, 'Unity and Diversity'*, October, 1st and 2nd, Melbourne: AASE.
- Smith, S.R. (2001). Inclusive practices for facilitating positive interactions in early childhood classrooms. Paper presented at the *Australian Association of Special Education National Conference, 'Unity and Diversity'*, October, 1st and 2nd, Melbourne: AASE.

Raymond Smith

BApp.IT, MACS (PCP), GDipEd. (Prim), MEd. Hons. (ICT) candidate.

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Ray Smith is currently an Educational Developer at the University of New England (UNE), Australia, for the Faculty of Arts and Sciences where he has very successfully worked in enhancing the quality of UNE's teaching and learning processes for supporting student-centred learning in online environments. He has over two decades of experience working in the context of Information and Communication Technologies (ICTs), Special education, Gifted education and Environmental education, and in the provision of educational opportunities for the successful implementation of ICTs, both pedagogically and technically. This has been along a K-6, middle-years, undergraduate, postgraduate, corporate and higher education student-centred continuum. Ray is now the Australian representative of the International Institute of the One Voice Elemental Ethics and Education and he has productively supported the implementation of many Australian conferences and educational programmes to support community initiatives. His expertise as a research assistant has successfully supported a number National and Regional research projects, which have resulted in independent and collaborative peer-reviewed publications and conference presentations. Ray has also been a member of a number of teams who successfully acquired research grants. A few of his publications include:

- Smith, S. R., & Smith, R. J. (in press). Differentiation of EFS teaching and learning for Student Diversity in M. Littleyke, C. Eames, & N. Taylor, (Eds). *Education for Sustainability in the Primary Curriculum: A Guide for Teachers*. Palgrave Macmillan Australia.
- Smith, R. J. (2009). *In search of the Holy Grail: Reflection on self-practice and Academic online LMS innovation*. An invitation for online paper submission and review. Promoting Excellence Initiative, funded by ALTC. UNE, Armidale.
- Smith, S.R. & Smith, R.J. (2009). Enhancing rural & regional gifted student experiences: Exemplars of innovative enrichment practice. *First International Symposium for Innovation in Rural Education (ISFIRE): Innovation for Equity in Rural Education*, 11-14 February, University of New England, Armidale, Australia.
- Smith, R. J. (2007). *Searching for interconnections: Perceptions of NSW primary teachers about ICT skills and usage in the classroom*. Presentation at: SiMERR Bridging the Gap Conference UNE, Armidale.
- Smith, R. J. (2007). *In search of relationships: The development of an instrument to assess NSW primary teachers' perceptions of their ICT skills and frequency of use within the six Key Learning Areas*. Presentation at: Institute for Educational Research (IER), Macquarie University.
- Smith, S. R. & Smith, R. J. (2007). An observational study of literacy practice in Australian primary schools: Differentiated or not? *AARE Conference*, Adelaide.
- Smith, S.R. & Smith, R.J. (2006). An observational study of literacy practice in Australian primary schools: Differentiated or not? Refereed paper presented at the *AARE Conference*, Adelaide.
- Smith, S.R. & Smith, R.J. (2006). An observational study of literacy practice in Australian primary schools: Engaged or not engaged? Paper presented at the *AARE Conference*, Adelaide.
- Smith, R. J. (2006). *A comparative study of Primary students' attitudes towards the use of a computer based mathematical activity and a worksheet based mathematical activity*. School of Education, UNE, Armidale.