CENTRE FOR HIGHER EDUCATION STUDIES

Broadening Identification for Gifted and Advanced Academic Programs

CHES Webinar Series 2026 **19-NOV** 3:45-4:45PM

Are we identifying high ability, or only the students who make it easy to see? How can we recognise high ability when it is hidden by language, disadvantage, or disability? What if 'high ability' doesn't look the way we expect it to?

Join Dr Jennifer Jolly to explore the complexities inherent in the identification of high-ability students. This webinar addresses the challenges of identifying advanced academic potential among twice-exceptional (2e) students, students from low socioeconomic backgrounds, and English language learners (EAL students). Participants will explore ways to reduce barriers in identification and use multiple sources of evidence to recognize students' strengths, potential, and readiness for advanced learning opportunities.

This session is suitable for classroom teachers, HAPLs, SEAL Program coordinators, Learning Specialists, Leading Teachers, and any school leaders interested in supporting high-ability learners. This webinar is for Victorian government school educators.

Dr Jennifer Jolly

Jennifer L. Jolly, Ph.D., is Head of Department, Special Education and Counselling and Professor in Gifted Education at the Education University of Hong Kong. She also holds a Visiting Fellowship at the University of New South Wales, Australia. Her research interests include the history of gifted education, homeschooling, twice-exceptionality, and parents of gifted children. Her work has been published in *Gifted Child Quarterly, Journal for the Education for the Gifted, High Ability Studies, Roeper Review,* and *Gifted Child Today.* Jennifer has written and edited several books, including *A Century of Contributions to Gifted Education: Illuminating Lives* (Routledge) with Ann Robinson. She is the co-editor of *The Journal for the Education of the Gifted.* Her classroom experience includes eight years in the U.S. public school system working with both gifted and regular education students.

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