CENTRE FOR HIGHER EDUCATION STUDIES

Twice Exceptional: Seeing the Strengths, Supporting the Struggles

CHES Webinar Series 2026 **9-NOV** 3:45-4:45PM

Twice-exceptional, or 2e learners, can be remarkably capable and genuinely challenged at the same time. Their strengths may mask their support needs, while their difficulties can prevent others from recognising their potential. This session explores how educators can identify 2e learners, understand their often uneven profiles, and respond without asking students to leave either their giftedness or their challenges at the classroom door.

Through practical examples from lower, middle and senior secondary settings, participants will examine what effective 2e support can look like in everyday classrooms. The session will explore strength-based identification, appropriate challenge, differentiation, assessment adjustments, executive-function support, student voice and ways to reduce unnecessary cognitive and emotional load. Participants will leave with realistic strategies that can be adapted across subjects and year levels, because supporting 2e learners does not require a pedagogical magic wand, an unlimited budget or seventeen colour-coded intervention folders. It begins with noticing the whole learner and designing classrooms in which ability and support can coexist.

Rhiannon Lowrey

Rhiannon Lowrey is an experienced educator, researcher, author and national advocate in gifted and twice-exceptional education. Over more than 16 years of teaching in primary, secondary, and tertiary settings, she has worked with students, teachers, school leaders, and families to develop inclusive, strengths-based approaches for learners. Rhiannon brings both professional expertise and lived experience to her work with twice-exceptional learners. She is the Director of the I AM high-ability program at Cornish College, a Director and Secretary of the Australian Association for the Education of the Gifted and Talented (AAEGT), and the National Director of Gifted Awareness Week. She is the co-editor and contributing author of *Too Quirky, Too Quick, 2e: A Handbook for Teachers of Twice-Exceptional Students* and has authored work for professional education journals.

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