

SPEAKER PROFILES



Dr Karen Waldie



Karen E. Waldie received her PhD in 1998 from the University of Calgary, Canada. She has been a member of the UoA academic staff, Department of Psychology, since 2001 (<http://www.psych.auckland.ac.nz/people/Waldie/Waldie.htm>) following a postdoctoral fellowship at the University of Otago medical school. Her research is in the area of developmental cognitive neuroscience and focuses on two main topics: hemispheric specialisation for reading and attention; and the neural basis, and long-term outcome, of developmental disorders such as dyslexia, ADHD, and autism.

Karen's research interests can also be segregated into those that rely on experimental techniques such as functional Magnetic Resonance Imaging (fMRI) and EEG and those which rely on data collected from longitudinal studies. She is currently leading a large brain imaging study to determine the neural basis of dyslexia, dyscalculia, and ADHD (Auckland Comorbidity Study). With regard to longitudinal research, she is a Named Investigator for the new national longitudinal study "Growing Up in NZ" (www.growingup.co.nz), a Principal Investigator for the Auckland Birthweight Collaborative Study (small for gestational age children) and an Associate Investigator with the Dunedin Multidisciplinary Health and Development Study.

Her presentation will focus on a general overview of dyslexia, ADHD and autism, including the latest information on the neural and genetic basis of these disorders. She will also present her earlier and latest brain imaging research and the latest findings from her longitudinal research.

Dr Loretta Giorcelli



Loretta trained as a primary/special education teacher in Queensland in the late 1960's and has taught students with a range of disabilities at pre-school, primary and secondary levels in segregated and integrated settings in both the UK and Australia.

She has a Masters degree in Special Education and a PhD in Linguistics and Communication Disabilities from the University of Illinois (USA). She works extensively as a specialist consultant with schools as well as with government, NGO's, private agencies and parent groups as an advisor, keynote speaker, staff developer and long range planner.

Since 1996 Loretta has headed her own educational consultancy company, working extensively in Hong Kong, New Zealand, South Africa, Malta, Cypress and the UK as well as throughout Australia. In 2007 Loretta was awarded the Order of Australia medal (OAM) for her services to education and in 2009 she celebrated 40 years in education and became a Fellow of the Australian College of Education.

Loretta's presentations will focus on the effects of good quality teaching on learners with academic and social vulnerabilities and the links between learning and behaviour and success in the classroom.

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Dr Lorraine Hammond



Dr Lorraine Hammond has worked and researched in the area of early literacy and learning difficulties since 1990. Graduating as a secondary English teacher Lorraine specialised in the field of learning difficulties and began her post graduate studies in this area. Completing a post graduate diploma in Specific Learning Difficulties in 1993, Lorraine completed her Masters thesis in 1997 on the prevention of reading difficulties. Two years later Lorraine was the recipient of a University Academic Excellence Award and completed her Doctoral thesis on the relationship between the spelling and reading development of Year 1 children.

Prior to taking up a position as Senior Lecturer and Special Education Co-ordinator at Edith Cowan University, Lorraine worked in advisory roles as a Special Needs and Literacy Difficulties Consultant throughout Western Australia.

Lorraine continues to conduct Professional development regularly in Australia and overseas. Presently, Lorraine is a voluntary Board Member of Dyslexia SPELD in Western Australia and is the Vice President of the National non-profit organisation: AUSPELD.

Lorraine has published a number of journal articles on phonological awareness, learning difficulties and the prevention of literacy failure. Lorraine has a keen interest in the application of neurology to educational issues and in 2002 was awarded a Churchill Fellowship to investigate support services and teaching approaches to support children and adults with dyslexia. Lorraine travelled extensively throughout Canada, USA and UK to investigate dyslexia. Her report is available on the Winston Churchill Fellowship website (www.churchilltrust.com.au). Lorraine's current research interests include the prevention of literacy difficulties, instructional design and inclusive education.

Nathan Mikaere-Wallis



Nathan's current role is lecturer at Canterbury University's College of Education. Nathan is a father to LeShana (17), Matakokiri (13) and Eva (11). Nathan's background is in teaching, child counseling, and educational management. He is a trustee and Presenter for the Brainwave Board, and a trainer for Child Protection Studies. "X Factor Education" was established by Nathan to facilitate training and professional development.

Presentation Title: Brain Research and Learning: What We Need to Know.

The 1990's were called the 'decade of the brain' because we learnt more about the brain in the 90's than all of our collective knowledge prior to this. This was due to the advances in technology (MRI scans, PET scans etc).

The research findings contradict a lot of the practices parents and teachers have used for the last 100 years and continue to think are aiding the child. The result is there is now a large gap between how people 'think' the brain works and how research shows it to actually be! This is especially true for the research regarding the rapidly developing teenage brain. An understanding of this research can help to guide our practice and meet the developmental needs of children and adolescents. This presentation will explore how the brain works and how neuroscience can inform our day to day interactions with young people. Practices for working with people who have experienced early trauma will also be introduced.

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Sian Jaquet



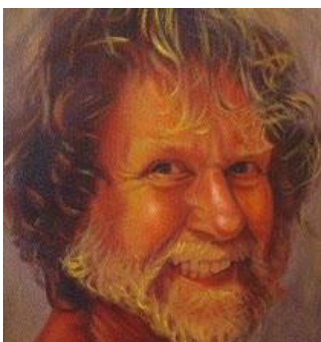
Sian's career path has been boundary-less in every sense, culminating in her present role as a professional life designer. Her wealth of experience has been gathered across the world, and over many years in her various roles – from working in the media and public speaking, to teaching, social work, and coaching. Though above all else, Sian is someone who believes in helping others.

Sian's many skills have allowed her to develop a set of simple, but highly effective tools and processes called **Foundations** which enable others to make their lives more fulfilling and less complicated. It's these tools which Sian uses in her new series for TV3, **The Big Stuff**, a programme that gives people the opportunity to change their lives, by changing their home environment.

Sian's approach is simple, she tells it like it is – 'it' being your life! With honesty and integrity, she assists in reviewing who you are, deciding your core values, and discovering what's holding you back from the life you want to live. She then opens her "tool box" and offers solutions to the challenges of living in a world where there are so many demands placed upon us and our time.

Sian has a natural empathy and warmth, and is recognized internationally as a committed advocate for the welfare of people, young and old. She's gained her skills at the coalface, helping those too vulnerable to have a voice in society and she firmly believes in keeping it real. Sian is someone who shoots from the hip, she's great at thinking on her feet and is never lost for words. Sian Jaquet is a walking example of someone who has embraced change and overcome many significant challenges, both personal and professional. Her philosophy is that we should all do whatever we can to make the world a better place and every day find a new place to give some love. In this, Sian truly walks the walk.

Laughton King



Laughton has practised as an Educational, Child and Family Psychologist for thirty years. He closed his practice in Whangarei recently and is now touring New Zealand and taking his life-time experience as a 'dyslexic learner' and his extensive experience as a professional practitioner to the road. Laughton offers teachers, teacher aides, parents and specialist educators an insight into dyslexia and the learning difficulties associated with this common thinking style.

"As a dyslexic person myself, I have a fair understanding of the nightmare that many of these children are living through."

"There is nothing 'wrong' with the child – just as there is nothing 'wrong' with a diesel engine – we just need to learn that it works differently from a petrol engine, and needs different fuel".

2010 Conference presented by SPELD Auckland

