

DETAILS AND BOOKING

Times: Registration is 8.45am for a 9.15am start and finish at 2.30pm. Students must bring their own morning tea and lunch (a water bottle is also recommended).

Morning tea and lunch is provided for accompanying teachers.

Tuition Fees:

Students **\$AUD35.00 / \$NZ40.00 early bird if paid by 30th March** or \$AUD40.00 / \$NZ45.00 if paid after Friday 30th March.

Teachers **One free staff place is available for every 12 students.** Extra staff, and staff places if less than 12 accompanying students, at student rate – i.e. \$35 / \$40.

Unaccompanied teachers for PD: \$195.

Bookings:

Book online at: www.academyconferences.com

For information or problems with bookings, contact:

Phone: **(07) 5445 7994**

Email: jeffrey@academyconferences.com

Cancellations will be accepted without penalty until 3 weeks prior to conference, after which a \$100 admin fee is payable.

2014 SCHEDULE

Perth – St Hilda's Anglican School	Mon 5th May
Adelaide – Concordia College	Wed 7th May
Canberra – Canberra Grammar School	Thur 8th May
Sydney – St Ignatius College, Riverview	Fri 9th May
Brisbane – St Laurence's College	Mon 12th May
Auckland – St Cuthbert's College	Wed 14th May
Wellington – Scots College	Thur 15th May
Christchurch – Cashmere School	Fri 16th May
Melbourne – Camberwell Boys Grammar	Mon 19th May

Also, Julie will be back for more senior conferences in July / August, and our NEW programs for JUNIOR students

SPEAKERS



JULIE ARLISS

Julie Arliss lectures at King's College and works in close association with Oxford and Exeter Universities. She organises and lectures at the best attended student study days in the UK for 15-19 year olds.

Internationally she works with students in Australia, NZ and Singapore and is the joint author of a number of books and academic articles including The Thinker's Guide to Evil. She is regularly invited to be the keynote speaker at events and recently gave the Hobhouse Lecture. She is Principal Examiner in Cambridge combining a strong commitment to young people with academic rigour.



JEFFREY HODGES

Jeffrey Hodges M.Sc.(Hons), B.Ed. is a performance consultant with wide ranging experience helping young people realise their potential through success life management and superior thinking skills.

He has a special interest in elite sports achievement and has successfully coached young athletes to medal winning performances at Olympic, World and National levels.

THE ACADEMY CONFERENCES EXPERIENCE

"The energy Julie brings to her presentations is truly invigorating – the buzz from the boys was great afterwards. I really enjoy their enthusiasm as participating in something which challenges them to rethink their ordered view of the world." Sarah Kirk, Christchurch Boys High School, NZ

"Our students were very taken by the content of your conference, the complexity of ideas and the clarity with which they were presented. They left feeling highly motivated as did the staff who attended. Thank you so much for what you provided." Elizabeth Drieberg, St Stephen's School, WA

"Thank you for the excellent and most impressive sessions. I listened with awe to your command of so many diverse fields of exploration, as well as the ease of presentation. I can understand why you go down so well with audiences far and near!" Professor David Catchpole, Exeter University

Bookings online at academyconferences.com

Julie Arliss

GIFTED AND TALENTED

STUDENT CONFERENCES 2014



More BIG Ideas for Gifted Students

A unique provision for academically gifted senior students

academyconferences.com

ACADEMY CONFERENCES

Gifted students have a special educational need which is now widely recognised. This need is for *high level intellectual input* which Academy Conferences provides through world class “thinking days” at which students engage with a wide range of topics and a balanced academic programme aimed at stimulating thought beyond the constraints of the curriculum.

The focus is upon topics which can be approached from many different disciplines so that students begin to see connections between different areas of study and the bigger picture. The content is fast paced and differentiated to meet the needs of highly able learners with a focus on important and enduring concepts. There is no duplication of traditional school topics, and students benefit from a university style of learning in which their *knowledge is broadened and their critical abilities up-graded with new thinking tools*. All sessions are designed to stimulate student interest with further resources available on the Academy website for follow up independent learning.



“The girls loved the conference!”

Michelle Dickson, Melbourne Girls Grammar



“Thank you for the terrific experience that you and Julie provided for our boys – in a word, WOW! I have students already trying to give me their money for your next conference!”

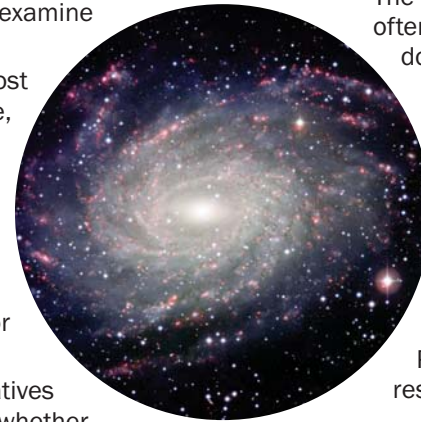
Julieanne Eggleton, Sydney Boys High, NSW

Chaos & the Origins of the Universe

Questions about the origins of the universe have been of seminal importance to scholars for generations. There are many competing theories about how the universe first began and this session will examine the most significant of these.

The Big Bang theory is still the most widely held – but if the universe, and with it space and time, came into the existence at the singularity with matter exploding outward with tremendous force and speed to eventually form stars, galaxies and, planets, then what explanation can be given for the singularity?

A number of persuasive alternatives will be explored and the issue of whether an explanation is required for the whole spatio-temporal reality will be evaluated. Is it possible that some intelligence lies behind the universe or is it more likely that it emerged by chance? Are such questions worth asking and are they relevant to the modern world?

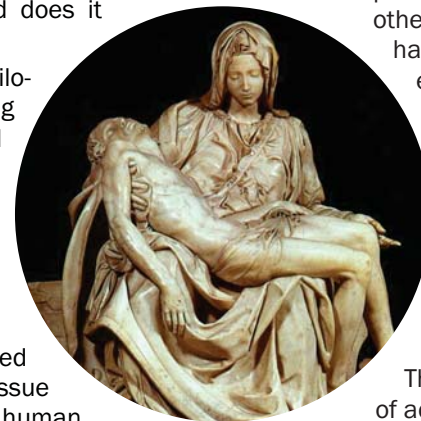


Justice, Truth, Beauty & Mathematics

Justice is a foundation stone of human Society, and punishment is widely accepted and practiced to achieve ‘justice’. Children, adults, institutions and even whole countries can be punished in the name of ‘justice’. But what is Justice and does it even exist?

This session will explore the philosophical difficulties of achieving agreement about Justice and will outline diverse perspectives from key scholars. In addition this session will explore several ideas concerning the rationale behind punishment including deterrence and retribution.

Contemporary examples will be used to highlight the complexity of this issue with implications for other areas of human experience, including Beauty, Mathematics and Art.



Oxbridge Question

“Do you believe that statues can move, and how might you justify such a belief?”

The Oxbridge Interview – infamous for its obscure and often surreal questions that have terrorised students down the years, is the focus of this session. The questions are designed to see how well you can think on your feet. Julie will expose this Oxbridge entry question (posed to students applying for Spanish/French languages at Oxford!) to rigorous exploration covering epistemology, the difference between knowledge and belief, (including Plato’s tripartite theory of knowledge), and what is meant by ‘truth’. A wide range of examples will be drawn upon, from the ‘angels’ in Dr Who to the famous Pietà by Michelangelo, to illustrate the breadth of response a candidate might make.

Emotional Intelligence

“All learning has an emotional base”

Plato

Intellectual gifts and talents (IQ) don’t always guarantee success, or fulfilment. We all know people who are highly intelligent, yet have challenges managing themselves or establishing and maintaining healthy relationships with others – because of an under-developed emotional intelligence. Emotional intelligence (EQ) is the ability to identify, understand, and manage our emotions in positive ways to empathise and communicate with others, and achieve greater success and fulfilment, and has been described as “the intelligent use of emotions”. This session students will look at, and experience, practical ways to develop their EQ.

The BIG Debate

The precautionary principle suggests that if a technological development has a suspected risk of causing harm to the public or the environment, it should not progress until it is proved safe.

This debate will examine the practical implications of adopting such a principle with particular focus on the issue of **nuclear power**. Students will be encouraged to contribute and to vote.