



# WorldGifted

Newsletter of The World Council for Gifted and Talented Children

[www.world-gifted.org](http://www.world-gifted.org)

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*Right: The 22nd Biennial World Conference Local Conference Committee - from left to right, Jennifer Jolly (Chair, Susen Smith, Jae Yup Jung (Vice Chair), Zdena Pethers, Debi Sundy, Melinda Gindy, and Christine Ireland. Below: The WCGTC Executive Committee*



## 22ND BIENNIAL WORLD CONFERENCE A SUCCESS



The 22nd Biennial World Conference was hosted by the School of Education at the University of New South Wales July 20 – 23, 2017. There were 730 participants from more than 35 countries that joined us in Sydney to explore Global Perspectives in Gifted Education. There were eight plenary sessions that included Chester Finn (US), Seon-

Young Lee (Korea), Jane Piirto (US), Karen Rogers (US), Mark Scott (Australia), Kirsi Tirri (Finland), Helen Watt (Australia), and Jim Watters (Australia).

The conference also featured nine preconference workshops, seven keynote presentations, 27 poster presentations, and more than 200 parallel sessions and symposia addressing a range of topics related to gifted education.

One of the key aspects of World Conferences is the opportunity to network with individuals from around the globe. The 22nd World Conference certainly met this goal. Fitriani Lubis, a participant from Indonesia, noted: “In the World Conference, I also had opportunities to connect and explore a chance to do joint research in the field of gifted and talented with fellow academics. It was encouraging to see the possibility to work together and contribute for the benefit of gifted and talented students in the world and specifically in my country Indonesia.”

Please mark your calendars to join us for the 23rd Biennial World Conference in Nashville, Tennessee July 24-28, 2019. For more information, visit [www.worldgifted2019.com](http://www.worldgifted2019.com).





**FROM THE  
WCGTC PRESIDENT  
JULIA LINK ROBERTS**

Dear Members of the World Council for Gifted and Talented Children,

What an honor it is to assume the responsibilities of the President of the World Council! I look forward to opportunities we will have to network and educate people about the needs of gifted children and young people and strategies to address those needs.

Gathering with individuals from 35 countries at the University of New South Wales for the 22nd World Conference was wonderful. We had so many opportunities to learn from each other in multiple sessions and informal conversations. The World Conference in Sydney was my fifteenth World Conference with the first one being in Salt Lake City in 1987.

The meeting of Delegates offered time to generate ideas for engaging members in our organization. It was a perfect occasion to provide feedback on ways to make the website for the World Council more interactive. Another group of delegates discussed ways to work together to impact the preparation of educators (teachers, counselors, and school and district administrators) around the world. Other discussion groups focused on needs and offered suggestions for small countries, enhancing creativity, and highlighting the work of psychologists. These small groups could form the basis for initiating networks within the World Council, and the next step is to make

sure that policies are in place to support the work of members of the World Council.

In addition to gathering suggestions from delegates, I encourage you to submit your ideas for engaging members in the organization. What would you want your organization to do to allow the World Council to involve you and other members in advocating or educating others about gifted children? Your ideas may be submitted to Tyler Clark, the Executive Administrator of the World Council, or to any of the members of the Executive Committee – Umit Davasligil, Denise Fleith, Leonie Kronborg, Sue Prior, Tracy Riley, and Margaret Sutherland or me.

I so appreciate the quality of *Gifted and Talented International* and the *World Gifted* Newsletter. I hope you read both publications carefully and share them with friends and colleagues. Perhaps you will interest them in joining the World Council.

Plans for the 2019 World Conference in Nashville, TN, are underway. Vanderbilt University will be the site for the conference, and the campus is in the heart of “Music City.” I hope you will mark your calendar to be with international colleagues on July 24-28, 2019.

In the meantime, please stay in touch with me as your President. I am very interested in your thoughts and suggestions about making the World Council for Gifted and Talented Children “your” organization. Let’s work on enhancing membership engagement!

Sincerely,  
**Julia Link Roberts, Ed.D.**  
President of the World Council  
Mahurin Professor of Gifted Studies  
Western Kentucky University

**What would you want your organization to do to allow the World Council to involve you and other members in advocating or educating others about gifted children?**

**AWARDS** The WCGTC Executive Committee presented three awards at the World Conference in Sydney. These awards are given to individuals who stand out as exceptional contributors in the field of gifted education. Congratulations to the awards recipients!

- The International Creativity Award – Jane Piirto (United States)
- The International Award for Research – Bruce Shore (Canada)
- A. Harry Passow Award for International Leadership in Gifted Education – Eunice Alencar (Brazil)

## WCGTC Headquarters Update



A highlight from this year has certainly been the 2017 World Conference that was hosted at the University of New South Wales in July. The exceptional work of the local conference committee made this conference particularly successful, and has provided great ideas for planning for the 2019 World Conference in Sydney. You can read more about the 2017 World Conference on page 1 and the 2019 World Conference below. I look forward to seeing you in Nashville in 2019, which is approximately one hour from WCGTC Headquarters.

We are working to make the archives at the WCGTC Headquarters as comprehensive as possible. Though we have many historical documents, we are missing some. We are still missing World Conference proceedings from San Francisco (1977), Hamburg (1985), Toronto (1993), and Hong Kong (1995). Additionally, we need copies of GATE II and GATE III as well as the following issues of *Gifted and Talented International*: 1(2), 2(2), 8(2), and 12(2). If you have any of these documents that you are willing to share, please let me know by emailing [headquarters@world-gifted.org](mailto:headquarters@world-gifted.org).

At the Delegates meeting, I shared information about the WCGTC website, noting various resources available that include a calendar, information about national gifted organizations, graduate degree programs related to gifted education, among others. I hope you will take time to explore the website and share resources with me that you think should be included on the website. Your suggestions are crucial for making the website a useful tool for individuals learning about gifted education around the globe.

We also discussed the idea of “networks” at the Delegates meeting in Sydney. We want to make sure that members are able to contribute more to the organization and gifted education globally. The Executive Committee and I are exploring what additional policies need to be implemented to ensure that these networks are designed and organized in the most conducive way. The working groups at the Delegates meeting included: research, small-countries, teacher and administrator educators, psychologists, and creativity. I look forward to exploring how these groups can impact the WCGTC, our members, and advocates and students around the world.

As always, I welcome your feedback on the organization. If you have ideas we can implement to make a larger impact, please share those with me. Your ideas and support are what has made the WCGTC successful for more than 40 years.

**TYLER CLARK, Executive Administrator**

## SAVE THE DATE

**WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN**  
**23rd Biennial World Conference**



Image courtesy of Nashville Convention & Visitors Corporation

**July 24-28, 2019 Nashville, Tennessee, USA**

by international experts in gifted education and talent development. We encourage all researchers, educators, practitioners, psychologists, parents, among others interested in the needs of gifted learners to come to Nashville.

We look forward to welcoming you to Nashville, Music City, during July 24 – 28, 2019.

Best, The WCGTC Executive Committee

**[worldgifted2019.com](http://worldgifted2019.com)**

Dear Colleagues,

The WCGTC Executive Committee is excited to invite you to attend the 23rd Biennial World Conference that will be hosted in Nashville, Tennessee. The mission of the WCGTC is to focus world attention on gifted and talented children and ensure the realization of their valuable potential to the benefit of humankind. The World Conference provides the perfect opportunity for individuals from around the globe to gather together to discuss and learn about serving and advocating for gifted students.

Attendees will enjoy keynotes, parallel sessions, symposia, and workshops delivered



# Gifted and Talented International Journal

We are pleased to advise that we are now using ScholarOne to receive manuscript submissions for *Gifted and Talented International*. We are grateful for the support Taylor & Francis has given us with



the publication of our journal. It has taken us awhile to accomplish

this transition from our email refereeing process to our online journal with online submission and both processes are still in place. Hopefully, this will give interested educators, advocates, parents, and researchers of gifted students, talent development, and creativity much greater access to our journal. Prof. Franzis Preckel and I have been working with our Associate Editors and our broader International Board of Reviewers to review the many manuscripts that were submitted for blind review in the past year. However, it tends to be a slow process as the manuscripts from all authors go through the double blind review process, are returned to authors with reviews, before authors submit the revised manuscript, often for a second or third review. However, we have been very pleased with the final manuscripts when we reach that stage! You will note that when manuscripts are ready for publication we are now having them uploaded onto the *GTI* site as the journal issue comes together. We are hoping with the ScholarOne manuscript process that the reviewing stage will be easier and faster for us all – but we are aiming for high quality articles!

Currently, we have Free Access to six of the ten most downloaded articles from our *GTI*, which are available for members and interested researchers in gifted education. If you have not seen these research articles, have a read at <http://explore.tandfonline.com/content/ed/2017-top-downloaded-ugti>.

Also during April, the American Education Research Association (AERA) conference was held in San Antonio, Texas, USA. It was an opportunity for some of our Editors to have conversations, mainly with colleagues in gifted education from the USA, but also internationally. Franzis Preckel, Ann Robinson, Nielsen Pereira, and I were fortunate to have an opportunity to present the *Gifted and Talented International* journal at the Editors' Round Table presentations and meet researchers and PhD students who were interested to find out more about our journal.

We would like to thank everyone who has given their time to review manuscripts for us in the past twelve months and to those who have submitted manuscripts for review. We look forward to many more researchers submitting manuscripts to us though our new ScholarOne system!

*Leonie Kronborg* – Editor in Chief  
*Gifted and Talented International*

## Friends of the WCGTC

We would like to express our gratitude to the following members for recently giving to the WCGTC scholarship fund either directly or through purchasing a silver, gold, or platinum membership. These donations make it possible to provide more opportunities to interested individuals around the globe to join us at the World Conferences. For more information about giving to the scholarship fund, visit [www.world-gifted.org/give](http://www.world-gifted.org/give).

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 🌀 Dina Brulles, United States        | 🌀 Monique de Kermadec, France    |
| 🌀 Julie Buntz, Australia             | 🌀 Susan Knopfelmacher, Australia |
| 🌀 Paula Christensen, United States   | 🌀 Justine López, United States   |
| 🌀 Yvonne de St. Croix, United States | 🌀 Carmel Meehan, Australia       |
| 🌀 Jim Delisle, United States         | 🌀 Ann Robinson, United States    |
| 🌀 Vicki Edwards, United States       | 🌀 Dana Reupert, United States    |
| 🌀 MaryAnne Haines, Australia         | 🌀 Bob Seney, United States       |
| 🌀 Kerry Hodge, Australia             | 🌀 Fiona Smith, Australia         |

## AUSTRALIA



Gifted Awareness Week (GAW), entitled Diversity: Recognise, Realise, Respond, was celebrated across Australia during 12-18 March 2017. A GAW committee produced an extensive Digital Tool Kit that was sent out across the country to many individuals, schools, and businesses. A media release package, supported by several academia across the country, provided daily information on a diverse range of topics pertinent to gifted education in Australia. In addition, a number of politicians across state and federal levels were also provided with the various media releases and further conversations with AAEGT Council and state committees ensued.

- The Gifted and Talented Children's Association of South Australia (GTCASA) has been working on developing a new strategic plan. The Dara School, the first specialist gifted school in SA, recently opened as an independent, fee-paying, non-denominational school, sharing a school site with an existing government primary school. Information about the school can be found at <http://www.daravillageschool.com.au>.
- The Tasmanian Association for the Gifted (TAG) has a new website: [www.tasgifted.com](http://www.tasgifted.com). On March 15, Professor Susan Assouline from the USA facilitated a workshop for Tasmanian parents and teachers in Hobart.
- The Queensland Association for Gifted and Talented Children (QAGTC) hosted its state conference at the Brisbane Convention and Exhibition centre on 11-12 March. The theme of the conference was *Celebrating Gifted Awareness. More than data: Enhancing learning for the gifted*.
- Gifted WA is still in the early stages of its journey but growing in membership. They recently held a presentation about Anxiety and Perfectionism in Gifted Children on 27 March at Edith Cowan University.

The Victorian Association for Gifted and Talented Children has managed several rural seminars, events, and workshops for educators. To mark Gifted Awareness Week, Presbyterian Ladies' College with Strathcona Girls' School engaged 32 gifted students from eight Gifted Network schools in an inaugural Community of Inquiry at the Melbourne Museum. Additionally, The Academy of Accredited SEAL Schools (TAASS), which was formed in Victoria by principals of government schools, has provided scholarships for 34 teachers from these programs to learn about the research related to Developing Gifted Potential in their students at Monash University with Dr. Leonie Kronborg and Prof Barbara Kerr this semester. This is the first time these TAASS scholarships have been available for teachers to engage in university studies in gifted education. The Victorian Department of Education Gifted and Talented Outreach Program for gifted Year 5 and 6 students, which ran successfully in 2015-2016, has not received further funding to continue; however, the MacRobertson Girls' High School has continued the funding for a school-delivered approach in 2017. This program provides extended learning opportunities for 30 gifted students from various schools, with selected Mac.Rob Year 10 students as mentors.

*Submitted by: Susan Knopfmacher, Margaret Plunkett, Toni Meath, and Leonie Kronborg (leonie.kronborg@monash.edu)*

## BRAZIL



The most well-known program for the gifted in the Brazilian public educational system was initiated by the State Secretary of Education of the Federal District in 1976. To celebrate the four decades of this educational service, the Special Education Department of the State Secretary of Education promoted various activities throughout 2016. Approximately 1,600 gifted students and the teachers of resource rooms located in schools all over the Federal District were invited and motivated to prepare commemorative activities. An event was organized each month, including a competition to create a commemorative stamp, scientific and artistic exhibitions, lectures about topics related to giftedness and talent development, and literary evenings. A documentary was filmed with statements from the gifted students, their parents and teachers, and teachers and scholars who have contributed to the program since its beginning. To close the celebration, the coordination team of the Special Education Directory of the State Secretary of Education of the Federal District organized a commemoration for parents, students, educators, and collaborators at the National Museum of Brasília on November 22, 2016. The event, titled "High Abilities, 40 Years: Spaces, Time, and Talent and Creativity Development," had more than 1,000 people in attendance. During this event, the gifted students had the opportunity to exchange experiences and explain their research projects developed in the resource rooms, such as their scientific experiments and robotics prototypes, as well as animation in stop-motion, art paintings, photographs, sculptures, their published books, among other productions. There were performances of plays, music, and poetry, as well as a tribute to some previous students and teachers of the program.

On the same occasion, the five years of the Federal District Association of Parents, Teachers, and Friends of Students with High Abilities/Giftedness were celebrated. Part of this association's mission is to promote the educational policies for the gifted, teachers' training, students' guidance, and actions to raise awareness in

*Brazil report continued on next page*

Brazil report continued

society about the rights and needs of gifted students. The members of this association organized a solemn session in the Legislative Chamber of the Federal District that brought together parliamentarians, educators, and families to claim public policies for attending to the gifted. Scholars and teachers who gave notable contributions to the program received a special tribute at this occasion. As a result, the parliamentarians provided financial resources for the acquisition of teaching materials by the gifted educational program. Furthermore, in the midst of these festivities, the Federal District Government promulgated a district law including the day of the gifted to be celebrated on November 11 of each year.

Submitted by Liliane Bernardes Carneiro and Eunice M. L. Soriano de Alencar ([eunices.alencar@gmail.com](mailto:eunices.alencar@gmail.com))

## ECUADOR



At the present time, I must report that in my country there are no satisfactory levels of achievement in the field of gifted education. This situation leads us to want to identify the causes and ask why this is the case. The apparent causes are in the economic and cultural context of our country. There is inequality, poverty, and community disintegration. My country, unlike developed countries, spends little on teacher training and care for children with high abilities/giftedness. Parents have a low educational level, and there is violence and hostility in homes. It is difficult for children with high abilities.

Education authorities do not demand an education at the height of the 21st century. Many children are still excluded. There is a lot of educational desertion, and a good number of young people do not complete secondary education. The use of digital technologies is limited and in some establishments nonexistent. The time they devote to learning is insufficient. There is a lot of work to be done in math, science, and reading comprehension. The process should start from the cradle, but there are no early care, pre-school, schooling, or quality secondary education for this most vulnerable population.

At the moment, I am practically the only person who dedicates my work to the development and potentiality of the high capacities of the gifted, with the aim of improving learning outcomes. But to achieve this goal requires the efforts of the government, schools, families, authorities, entrepreneurs, universities, civil society, non-governmental organizations, and, primarily, teachers and their students. Long-term, stable, resourceful, and coherent policies are required. The government is required to have a strategy for the development of education in which interests and expectations are articulated. The Congresses Living the Science Ecuador reports annually about the knowledge in the field of the giftedness. Currently, teachers do not attend and they claim that they cannot attend because the Ministry does not authorize them. Parents also do not attend, so they miss the opportunity to listen and learn from the results offered by the various speakers. In the Ministry of Education of Ecuador there is no person within the Department of Special Needs Education (SEN) to meet the needs of gifted children and adolescents. If the Ministry itself is stuck in this area, public opinion loses confidence in the value of gifted education as a tool to expand opportunities for children and adolescents.

Sueño Mágico Institute, an extracurricular center for the development of scientific talent for children and adolescents and young people, is making a tremendous effort in an accommodated way with its own resources since it has no assignment by anyone. It is challenging to train teachers and school leaders in the field of gifted education to raise the quality and effectiveness of teaching and improve the quality of learning in this population. Our current goal is to try to convince the new government authorities to invest more in education. Support networks for schools need to be created. In Sueño Mágico, we are proposing not to compare ourselves to other medium or high-growth countries. We see them only as knowledge sources that help to improve the work we propose for disinterested support of gifted education, preparing teachers, principals, politicians and academics. This approach will allow good pedagogical innovation programs in our country to become reality in Ecuador.

Submitted by Fanny Alencastro ([albanalencastroquito@yahoo.es](mailto:albanalencastroquito@yahoo.es))

## EGYPT



The commitment to gifted education in Egypt is very apparent in its attempts to improve STEM education. In the strategic plan of pre-university education in Egypt (2014-2030), Education: The National Project of Egypt, "Together We Can," the Ministry of Education (MOE) categorized STEM Education under the special education program. The MOE aims to provide STEM students with high quality education that is appropriate for their multiple intelligences, to reinforce their potential skills, and to equip them with tools required to lead the ship

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of education through the world of knowledge in the future (MOE Strategic Plan, 2014). MOE considers STEM schools as centers where future generations of scientists are prepared (Ministerial Decree 382, 2012).

The initiative of STEM Schools in Egypt, with a boys' school named 6th of October and a girls' school in Maadi, can be considered a turning point in the teaching and learning of science and mathematics in Egypt. Applying Project-Based Learning (PBL) in STEM schools is innovative to the educational system in Egypt. PBL is the main pedagogical method representing 60% of students' final scores in grade one and two and 20% of students' final scores in grade three for STEM School students. The first STEM School in Egypt, and the model for the new seven STEM schools, started in Egypt in October 2011.

The Ministry of Education in Egypt (MOE) issued a decree in 2012 (Ministerial decree number 382) to start STEM schools in Egypt. The ministerial decree highlighted the motivating learning environment and the effectiveness of both the teacher and the learners to achieve required learning outcomes. The admission requirements for STEM Schools are 98% or more in preparatory schools' certificate and full marks in at least two of three subjects (English Language, Mathematics, and Science). After that students have to take an IQ test as well as an English language test. Only the 150 students who get the highest scores in the placement tests are accepted to STEM schools (Ministerial Decree 382, 2012).

It is important to mention here that STEM schools started in Egypt through a fund from The United States Agency for International Development (USAID). A grant of twenty-five million dollars has been allocated to establish the first five STEM Schools in five governorates: Giza, Cairo, Alexandria, Dakahlia, and Assuit. The other STEM schools funded by the MOE are in Kafr El-Shaikh, Ismalia, Red Sea, and Luxor. Since the first 150 students starting the school in 2011 were from different Egyptian governorates, it was necessary to provide accommodation for them. Accordingly, all STEM schools in Egypt now are boarding. MOE believes that the boarding life of students would allow for more interaction time after school regular hours.

STEM Schools have specific ministerial decrees for curricula and assessment. Students are assessed based on their performance on projects or capstone as mentioned in the decree, which represent 60% of students' total marks in grade one and two (Ministerial Decree 382, 2012). Projects represent 20% of the total marks in grade three. The STEM school exit certificate is equivalent to a general secondary school certificate since it allows graduates the right to apply to Egyptian universities and be admitted through criteria different from Thanaweya Amma, the Egyptian Secondary Certificate (Ministerial Decree, 308, 2013). Students have a flexible percentage for university admission meaning the number of seats assigned for STEM school students increases when the number of STEM school graduates increases. Therefore, scores do not affect STEM students' admission to certain universities as the number of STEM students applying affects it. In contrast, Thanaweya Amma students are admitted to facilities based on their scores. The curricula at the STEM school were designed around Egypt's Grand Challenges (problems that Egypt encounters), such as pollution, overpopulation, finding clean resources of water, and alternative energies. These problems are introduced in the curricula as themes and topics in different subjects.

We at Al Alfi Foundation believe that the solutions to Egypt's economic challenges lie in developing the high ability of students and children who wait to be discovered, their contribution to economic growth and development is wasted because no-one believes they are there. Children do not know what they can achieve. Here lies an untapped resource. Al Alfi Foundation's mission is to enable gifted students in Egypt to have access to appropriate education and talent discovery camps that push them to realize their own potential. This mission is translated into a long track of programs designed for gifted students, especially in STEM education in Egypt.

*Submitted by Yasmin Hussein (yhussain@alfifoundation.org)*

## FINLAND



The past school year was important in Finland regarding gifted education, especially at the primary school level. Already since 2010, differentiation has been defined as a core strategy to take students' differences into account, and all the requirements have existed already for several years. However, gifted students and their needs have not been specifically addressed in formal documents, and their needs have not been fully met in schools. The new curriculum, implemented in August 2016, is now more precise in this respect. Despite the fact that the new curriculum does not use concept "gifted," it does discuss "students with skills" (translated in the English version as "talented") and "students who learn rapidly." Furthermore, it gives some specific examples about how to differentiate teaching for these students. This new curriculum and its utilizations will serve as an interesting context for improving practices and for conducting future studies. Certainly, it is a great step forward.

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The Nordic talent network arranged its fourth conference in Vaasa in September 2016. Participants from the Nordic countries, both practitioners and researchers, shared their views and ideas about gifted education, its current state, and future possibilities. This two-day meeting offered valuable networking opportunities for the advocates.

Some new research about gifted education was published during the past year as well, and Sonja Laine defended her doctoral thesis about "Finnish elementary school teachers' perspectives on gifted education." The topic has received media attention, and some new advocates are working to increase awareness about gifted education and gifted students' needs, especially on social media. It is exciting to see what the next year will entail.

*Submitted by Sonja Laine (Sonja.laine@helsinki.fi)*

## ISRAEL



The Maimonides Fund's Center for the Advancement of the Gifted and Talented was established in 2016 to provide gifted and talented students with significant opportunities through their participation in high-quality academic programs. The Center pioneers an alumni community which will be comprised of professionals from an array of scientific disciplines who will serve to influence and inspire future generations.

The Future Scientists Center operates the following programs as joint initiatives with the Israeli Ministry of Education and the Prime Minister's Office: Alpha – Research program in the sciences, Odyssey – Academic studies program in the sciences, Idea – Research program in the humanities and social sciences, Olympia – The Israeli sciences team, and Ascola – Alumni network. Currently more than 1,000 gifted and talented students participate in these programs.

The "Creating the Future" Students' Convention - The Future Scientists Center's "Creating the Future" students' convention was held on April 4, 2017. A first of its kind in Israel, the event gathered 1,000 students and alumni and was launched with a keynote address discussing creativity. Prof. Eilam Gross of the Weizmann Institute of Science and CERN, the European Organization for Nuclear Research, delivered the keynote. Parallel sessions followed that involved discussions with leading researchers, high-tech entrepreneurs, and managers from fields ranging from bio-med to robotics, as well as future researchers in Israel. The students were also entertained with a number of science-oriented challenges. The closing session revealed an Innovation Expo, inspiring lively discussions among the students and representatives of 25 leading Israeli technology companies who presented their latest innovations. The President of Israel and the Minister of Education greeted the students and emphasized their important contribution in shaping Israel's future.

Updates on some of the gifted and talented students' activities developed by the Ministry of Education's Department for Gifted and Talented students - The Co-Facilitators program for gifted students: Fifteen students conducted research within the framework of an academic mentorship program. The mentors are leading researchers from a variety of fields.

The High School Academy program: Approximately 770 students integrated academic courses into their high-school curricula this year. Gifted students and multiple municipalities joined forces to learn and solve local issues. Forty groups of students offered solutions to local issues in areas such as transportation, infrastructure, and other issues that affect the city's daily life.

"From Here On" – the annual gifted and talented education conference - The "From Here On" gifted and talented education community's tenth conference gathered more than 800 teachers, educators, program managers for the Gifted and Talented, school principals, local and state coordinators, researchers, and supporters of gifted and talented education. Each year, the conference provides a platform to exchange knowledge, new developments, research, and others issues that contribute to the development and advancement of gifted and talented education in Israel.

This year, the professional educators' community celebrated the tenth anniversary of the Amirim program. The Amirim program is considered to be the flagship program of talented education in Israeli schools. Based on the Renzulli model, the program serves and advances talented students (top 20%) in 700 primary and middle schools across Israel.

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The conference illuminated the issues relating to the future of education in the face of our ever-changing environment in the fields of science, technology, and society. Advances in talent pedagogy were presented including multi-disciplinary instruction, education initiatives, inquiry-based learning, and creating learning opportunities.

*Submitted by Naama Benny (benny9@bezeqint.net)*

## MEXICO

The gifted field in Mexico has experienced considerable positive changes. This year the number of gifted students reliably detected in the country swelled to 8,104 while in 2015 it was at only 5,940 cases. The CEDAT, or Talent Attention Center, the largest institution for the gifted in Mexico, succeeded in establishing a national database to speed up the detection and education of gifted children. Currently more than 54% of all intelligence testing in the country is done solely by this institute, allowing a more efficient process for referring gifted children to special schools. Most importantly, this year was the Second International Conference on Giftedness organized May 26-30, 2017 at the Mexican capital where more than 850 people assisted. This is the only current annual event in Mexico that delves into this field. A federal officer of Education in Mexico (Lic. Mauricio Lopez) and a member of the Mexican House of Representatives (Dr. Alfredo Bejos) inaugurated the event with the unveiling of a bronze plaque.

The 2017 conference had participation from the World Council for Gifted and Talented, Harvard University (Graduate School of Education), Thammasat University in Thailand, Monterrey Institute of Technology (ITESM), Anahuac University, Western Kentucky University, the Mexican Federation of Giftedness, Mexico's Ministry of Education, CEDAT, and the Mexican Space Agency. Among the attending keynote speakers were renowned international leaders in the fields of giftedness, intelligence, and medicine such as Dra. Julia Roberts and Dra. Usanee Anuruthwong. Additionally 100 gifted children actively participated in the conference by presenting research projects orally and through scientific posters. Several artistic activities were also presented such as a theatrical performance.

This year we held our First Gifted Tournament, a model of cognitive contests where students compete in knowledge and skills in several scientific fields. This model of competition among gifted children has been used extensively in other countries. This year's event was being the first time it was held in Mexico, and it experienced considerable success with more than 50 students participating.

On May 28, 2017 the Mexican Community of Gifted was honored by having the opportunity of delivering a gift to the WCGTC represented by Dr. Julia Roberts: a custom-designed flag of the WCGTC. This gift served as a reminder of the international bonds and common objectives that each institution shares for high intelligence throughout the world. It should be noted that, in February 2017, the Mexican House of Representatives started, along with CEDAT, a law initiative to recognize May 30 as the official National Day of the Gifted. This strategy is a way of honoring the achievements of gifted people in addition to raising awareness of this intellectual minority.

In June 2017, the Mexican Alliance for Giftedness opened applications for a full-time specialized program for the gifted at the regional center CEDAT Guadalajara, located in the Mexican state of Jalisco. So far it has diagnosed and attended to one hundred gifted students, in comparison with the previous numbers at Jalisco that indicated a neglected population. Considering that this full-time differentiated model for gifted has been, so far, the most successful in Mexico in terms of academic results and social impact, its expansion into faraway regions from the capital entails a reduction of gifted students who were not receiving education solely due to their location. In addition, this year the International Gifted Summer Program, organized by the Talent Attention Center since 2013, made a trip with ten students to the United States to present at AERA.

Throughout the last months, an approach with the federal government to promote high intelligence came to fruition at the Mexican House of Representatives through a commission of giftedness that seeks to create a comprehensive law for these students by December 2017. Finally, 2018 is seen also as a significant growth time to promote awareness and professionalism in the gifted field. On May 19-21, 2018 the Third International Conference on Giftedness at Mexico will be held. It is expected that this annual system of conferences, paired with cognitive tournaments, will build more momentum in the growing Mexican gifted community.

*Submitted by: Andrew Almazán Anaya, Dalynn Somuano, Zayda Accevo Zepeda (sobredotadomexicano@gmail.com), and Araceli Robles*

# NEW ZEALAND



The autumn months have seen many exciting initiatives and changes in New Zealand's gifted and talented education. giftedEDnz: The Professional Association for Gifted Education held a 'Roadshow' hosting Dr. Margaret Sutherland, from the University of Glasgow, as a keynote speaker in Auckland, Christchurch, and Wellington. With its focus on diverse learners, the Roadshow attracted teachers from all sectors who enjoyed Margaret's analysis of similarities and differences between Scotland and New Zealand, as well as a range of local presenters. Associate Professor Tracy Riley was the recipient of the Te Manu Kotoku award, and presented the biennial address during which she challenged the audience to reverse the current invisibility of gifted and talented learners in our education system.

Earlier in the year, the New Zealand Association for Gifted Children elected a new President, Brooke Trenwith, who brings a wealth of experience and passion to the role. The two organisations work together on advocacy and will be gearing up for Gifted Awareness Week in June, which typically features a blog tour, letters to Government (important in an election year!), and many local, regional, and national awareness-raising events. The Association is planning a conference for 2018 which looks to be exciting and interesting for all participants!

The University of Waikato has recently taken responsibility for the Ministry of Education's website and mailing list for gifted education ([tki.gifted.org.nz](http://tki.gifted.org.nz)), under the leadership of Leanna Herewini, Ingrid Frengley-Vaipuna, and Viv Russell. The website and mailing list offer practical advice, suggestions, and support for teachers and other professionals in the field.

The University of Auckland has recently begun offering a postgraduate programme in gifted education under the leadership of Dr. Catherine Rawlinson and Dr. Janna Wardman. This offering adds to other opportunities for postgraduate study in specialist teaching at Massey University and a course at the University of Waikato. New Zealand has many opportunities for advanced studies, including the REACH certificate, an online course for practitioners offered by Rosemary Cathcart.

Many New Zealand educators and researchers presented at the World Council for Gifted and Talented Children World Conference in Sydney, including teachers from the New Zealand Centre for Gifted Education and Northland teachers, Emma Scobie-Jennings and Katrina Sylva, who have been working with Prof June Maker, Assoc Prof Tracy Riley, and Assoc Prof Melinda Webber to implement the REAPS model in New Zealand.

*Submitted by Tracy Riley ([t.l.riley@massey.ac.nz](mailto:t.l.riley@massey.ac.nz))*

# NORWAY



Since the report on "Students with High Learning Potential" (HLP) was issued in September last year, this report has not stirred the waters as much as anticipated. The report is little known by the schools and teachers, and not many of the recommendations have led to action. One of the impacts this report has had is to recommend changing the term for the more intelligent students from "gifted" and "able," to "high learning potential" for the top 15% of the students, and "exceptional learning potential" for the top 5%. This was done to include not only the high achievers, but also those who could perform on a high level, if their social, emotional, and intellectual needs are met.

In addition to this public report, the NGO Forandringsfabrikken interviewed 3,500 children and youth from all over Norway about the issues of bullying, grief, and psychological distress. It released a report in February, where a group of HLP-students gave an account of how it is to be highly intelligent in the public school system. In this report, they also gave very good advice for teachers and parents about understanding them and meeting their needs. Some of the HLP students working on this project are traveling the country to share their findings with politicians and schools.

The Potential Trust was very kind to fund a meeting in Oslo for Norwegian practitioners working with high learning potential students in March. Visitors from Potential Plus UK and the South African occupational therapist Mariza Ferreira also joined us to share their skills and experiences. The event was hosted by my company, Fabulinus, and came about as a result of The Potential Trust's gathering of European practitioners in October last year. Hopefully, more practitioners will be aware of the HLP in the year to come, and offer support when the public system fails to serve this vulnerable group of children and youths.

*Norway report continued on next page*

Norway report continued

Furthermore, there is progress in supporting the talents: In the four cities of Tromsø, Trondheim, Bergen, and Oslo, Talent Centres are now an integrated part of the science museums, providing extracurricular training within the STEM subjects.

The last Delegate discourse from December 2016 mentioned how the Danish Mentiqā school was awaiting the result of a plea from the Ministry of Education after being refused a license to run a school by the Directorate of Education. This plea was overturned and the decision is final; There will be no Mentiqā-school in Tønsberg, and there are at present no initiatives to try a second time to obtain a license.

Submitted by Jan Terje Bakler ([jt@fabulinus.no](mailto:jt@fabulinus.no))

## OMAN



The College of Education at Sultan Qaboos University conducted a symposium on “enrichment programs for gifted students” on May 3, 2017. This activity is under the umbrella of a nationally funded research project by the Research Council in Oman (TRC). The project title is “Recognizing and Nurturing Gifted and Talent in Oman.” This project started in 2014 by developing different assessment tools to identify gifted students. In the third year of the project (2016/2017), problem-based units in science were developed. The symposium was a one-day activity where science and math teachers, administrators, and science and math supervisors learned about the science units which will be implemented in their schools in fall 2017 as a pull-out enrichment program. The purpose of this symposium was to provide the attendants with a glimpse of the last part of the project activities. Another workshop will be conducted prior to the start of the school year, in September 2017, to train teachers on implementing the science units with students from different grade levels.

The Ministry of Education, via the department of assessment and giftedness education, conducted some training workshops about the education of gifted students in the school year 2015-2016. These workshops included topics such as “Android applications for gifted students” and training gifted students with disabilities about creative skills. The Ministry also conducted a training program about developing higher and critical-thinking skills for gifted students in grades 11 and 12 in October 2016.

The Ministry of Education celebrated the Gulf Giftedness and Creativity Day with other ministries of education in the Gulf States on March 3, 2017. The activities of the day included different papers, presentations, and seminars about giftedness and creativity, which were delivered by professors, teachers, and stakeholders from inside and outside Oman. The day also included a closing ceremony in which a student activities fair was conducted. The fair included students’ projects, creative work, and initiatives from all over the Sultanate. Also, gifted students were recognized for their distinction during the academic year.

Submitted by Ahmed Mohamed ([amohamed@squ.edu.om](mailto:amohamed@squ.edu.om))

## SAUDI ARABIA



The project to identify gifted and talented in the Kingdom of Saudi Arabia is a result of a combined effort between the Ministry of Education, King Abdulaziz Institute for the Gifted and Talented (Mawhibah), and the local centers for measurement and evaluation (Qiyas). Qiyas provides an annual test that targets students in grades 3, 6, and 9. The number of candidates selected was 343,312 students of which 223,723 students took the test and 69,611 students passed the test.

Classroom projects in schools is one of the oldest programs for gifted and talented students. It helps 17,497 students, supervised by 1,146 teachers, and is applied in 1,151 schools. The program is applied in 20 educational departments and 63 schools targeting 1,238 students in their early educational stages. There were 135 training programs that benefited 4,035 teachers. There were 70 guidance and awareness programs that benefited 1,699 people. Because of the gifted classes program, 2,456 gifted students participated in international competitions.

At present, there are 82 gifted and talented centers in the Kingdom of Saudi Arabia, 50 centers for male students and 32 centers for female students. These gifted centers have provided 399 programs presented by 208 teachers and benefited 41,579 male and 5,586 female students.

The total number of students registered in the local Olympics for scientific creativity is 35,413 from 4,343 schools. The local Olympics for scientific creativity is counted as a tournament that qualifies gifted and talented students. In 2017, Saudi Arabia won 3 top places in the International Science and Engineering Fair (ISEF).

Submitted by Mohammad Rawas ([chemrwas@gmail.com](mailto:chemrwas@gmail.com))

# SPAIN



The principles of equity and equal opportunities should constitute a premise to our different governments to improve the education of all the students. The gifted and high abilities students are represented in all the social classes, and also could present some disorders (double exceptionality) and can show low academic achievement or scholar failure.

Our education systems seem to forget these principles, and it only boosts the education of those who do not present disorders. Efforts must be made to ensure that all the students have the same opportunities to be identified and participate in the education interventions at the school that the law ensures them. In this line, it is appropriate to notice the online video by Yolanda Benito in which she talks about gifted students and those who present writing and reading comprehension problems: <https://www.world-gifted.org/WG36-1-Spain1>

A very important role is played by our education administration, the Official College of Psychologists, education, asserting their code of ethics that guarantees the correct use of the techniques, instruments, and resources to ensure that all students are being educated according to their necessities. This is why the Formation and Investigation, for example, the new Thesis defended by Susana Guerra directed by Yolanda Benito and Carlos Martín (published online in Ideación 36) is important. <http://www.centrohuertadelrey.com/es/sumarios/>

We want to point out as well the presentation by Yolanda Benito: "Educative Actions in Pre-Primary Education with students with Intellectual Giftedness," in the 16th International Meeting summoned by the State Government of Nuevo León, the Education Secretary of the State, sponsored by the American Stated Organization (OEA), and so on, these and much more diverse actions over three decades have meant the obtaining of the I Albaigés Award to the Identification of the Intelligence, granted to the "Huerta del Rey" Center for its extraordinary labor, with Yolanda Benito in front. Additionally, Roberto Colom, from the Autónoma University of Madrid, was granted the I Casao Award for the Investigation of Intelligence for his brilliant trajectory across his entire career.

With the intention to sensitize and offer a real vision for these students, we have created a YouTube channel orientated to the press, media, parents, teachers, psychologist, etc., in Spanish, English, and Chinese. In some occasions, the media tends to look at the more sensationalist side, forgetting that we are talking about children, youngsters, and families. [https://www.youtube.com/playlist?list=PLjpSZWTImF1v7MyxDPo\\_U02HxIhF1KIfM](https://www.youtube.com/playlist?list=PLjpSZWTImF1v7MyxDPo_U02HxIhF1KIfM)

In the Autonomic Community of Catalonia, monthly meetings of the Working Group of High Intellectual Abilities (GTAC) of the COPC (Official College of Psychology of Catalonia), in collaboration with the Working Group of High Intellectual Abilities (GTAC) of the College of Pedagogy of Catalonia (COPEC) and representatives of the two associations of families of gifted children and related (FANJAC and AFINS), undertook several commissions to study the following issues:

- *Commission of precocity*: we start a longitudinal study to track evolutionary staff and cognitive development of students identified with intellectual precocity.
- *High School Commission*: we have designed and developed an educational plan for the adjustment of high school students through workshop groups in collaboration with the Association FANJAC with boys and girls of our 6th degree and 1st degree of what we call Secondary Education.
- *Protocol Committee*: we started the review of the GTAC protocol on gifted and talented students done ten years ago.
- *Expertise Committee*: we started processing the accreditation of professional expertise in high intellectual abilities.
- *Acceleration Commission*: we have published the article referring to the acceleration study conducted in 2015 by the GTAC, concerning the study on children accelerated (grade skip) in Catalonia the last ten years through the official journal of COPC and COPEC.

We also had a meeting with the Commission's Attention to the Diversity of the Department of Education of the Generalitat of Catalonia (Government of Catalonia) to establish relationships, communication, and coordination of efforts for the detection and educational interventions with gifted and talented students, professional training, and orientation to families.

Submitted by Juan A. Alonso and Leopold Carreras-Truñó ([leopold.carreras@gmail.com](mailto:leopold.carreras@gmail.com))

# SWEDEN



The last report from Sweden included information about documents from the National Agency of Education and from an organization with considerable influence on questions related to education. Those documents acknowledge the existence of highly able children. In addition, school organizations are encouraged to give educational support to this group of children through those documents.

Information about gifted education is both needed and wanted by school staff. For example, there is an increasing number of questions to The National Agency for Special Needs Education regarding support for the development of an inclusive learning environment for highly able pupils. The Gifted Children Program, Mensa Sweden, reported that, during the latest school year, they have visited approximately one Swedish school each week.

For teacher education, it is not obligatory to include theories about giftedness or the unique needs of highly able learners. Although, at some universities, student teachers are getting small amounts of training ranging from two hours up to two days on those theories, those small contributions, together with the attention on giftedness given by media and social media, might be part of the reason for an increased number of graduate theses relating to giftedness. Since 2008-2011 it has been possible to study courses in giftedness at two Swedish universities, Linné University (LU) and Stockholm University, (SU); three courses are available – one in mathematics education at LU and two in special pedagogic at SU.

As of May 2017, it is not possible to get certified as a specialist in gifted education in Sweden, such as for example an ECHA diploma. However, 15 in-service teachers have recently completed a very extensive two-year school development project. Those teachers have been given a diploma recommending them as gifted coordinators, the first ones in Sweden. However, it is worth mentioning that almost no school in Sweden has positions for gifted coordinators. For school staff that actively search for information and knowledge about giftedness, there are network groups available on Facebook. These groups are growing and have influence on the attention giftedness is given in Sweden. It is also possible for schools to invite lecturers to hold seminars about giftedness. Also, during the last year (Jan 2016 – Jan 2017) three national conferences on giftedness have been held. Through a series of articles in a journal for mathematics teachers, “Nämnamn,” giftedness has been given attention during the year. The journal is well read by mathematics teachers all over Sweden and all articles in the series are available free on-line.

For highly able learners, available clubs in mathematics are increasing. Further, in summer 2016 the first national summer camp in mathematics on a larger scale was offered. Support in other academic subjects is rare or lacking.

During 2016, those who give seminars about giftedness for school staff have noticed that it has become more common to talk about gifted pupils. For example, a comment from teachers that almost never was said when talking to people in education a couple of years ago is, “I have a gifted pupil in my class.” This might not sound like much, but it is an acknowledgement of their existence that almost was impossible to hear five years ago.

As an example of what happens in an organization in Sweden when knowledge of highly able learners is given, Wally Mann has been invited to describe his work. Wally Mann is a Learning Support Specialist in the IB program at The International School of the Stockholm Region (ISSR) from the US, educated on the master’s level in gifted education, with experience in working with highly able learners in the US, Egypt, Germany, and China. Wally is now working as a special pedagogue in Sweden.

At our school, my colleague, Saima Asif, and I have been working hard to develop a culture that recognizes the existence and understands the intense needs of highly able learners. Often, social/emotional aspects are not considered and underachievement and poor behavior are misinterpreted. As a consequence, we have initiated the creation of a cross-curricular body of ISSR teachers to discuss, organize, and present workshops about highly able (HA) learners. We have created weekly HA ‘extension’ lessons, student support plans, and collaborative planning sessions with subject teachers. Lastly and most encouragingly, we gave a passionate presentation at the recent ASIB (The Association of Swedish IB schools) conference in Stockholm regarding our vision/initiative to establish a network for supporting highly able learners. The response was thrilling with nearly all the attending schools showing strong interest. We are now in the planning stages of multi-school HA collaboratives, this November 2017 with local Stockholm Schools and hope to expand throughout Sweden in the Spring of 2018.

*Submitted by Elisabet Mellroth (elisabet.mellroth@karlstad.se)*

# SWITZERLAND



Swiss Conference on Gifted Education and Talent Development, Sept. 2017

**“What if ...? schools would promote the gifted and talented”**

The 2nd International conference in giftedness and talent was held at the university for education and teacher training of Northern Switzerland September 14 – 16. Main speakers included international experts Sally Reis and Joseph Renzulli (University of Connecticut/USA); Margaret Sutherland (University of Glasgow); Christian Fischer, Julius Kuhl, Heidrun Stöger, Thomas Trautmann, Gabriele Weigand, and Albert Ziegler (Germany); Aljoscha Neubauer and Roland Grabner (Austria); and Letizia Gauck, Dominik Gyseler, Victor Mueller-Opplinger, Willi Stadelmann (Switzerland).

The topics of the various workshops include:

- School concepts to promote the gifted and talented: Gifted education within regular classes, supplemental and extra-school options (in collaboration with schools)
- Unidentified talents: Underachievement, gender aspects, minorities, and underserved students
- Transformation from potential to high achievement: Motivation, volition, strategies, and attitudes
- Validation of individual achievements: Culture of recognition and appreciation in schools
- Differentiated learning architectures and environments; personalized learning
- Promotion by mentors: Mentoring systems

In addition to these topics two special panels were provided – one for principals, school authorities, and policy makers and a second for the special aspects of talent development at universities (honours programmes and more).

The first Swiss conference (2014) welcomed more than 750 participants from all parts of Switzerland, Germany, and Austria as well as international guests from the US to Russia. The goals of the conference are a national and international exchange of expertise and experiences but also the collaboration between teachers, specialists in gifted education, researchers, school authorities, and policy makers.

## **Study Programmes in Gifted Education and Talent Development (CAS, DAS, MAS)**

The annual study programmes (further education for teachers) started at the end of 2016. The School of Education of Lucerne offers studies at the level of Certificate of Advanced Studies; (CAS) in cooperation with the Swiss Talent Centre and the University of Northwestern Switzerland in Basel that offers Certificate Studies (CAS), Diploma Studies (DAS), and a Master degree (MAS) in gifted education and talent development that is accredited by the National Board of Education of Switzerland and follows the international requirements of the Declaration of Bologna. Every year (since 2003) approximately 30 certificates of advanced studies and 10 to 20 master degrees as specialists in gifted education and talent development are awarded. Visit <http://www.begabungsfoerderung-schweiz.ch/> for more information.

**One day-Convention** - In November 2016, a one-day-convention was held by the Network for Gifted Education in cooperation with the LISSA-Award (award for schools with successful programmes in gifted education) in Olten. The topic was “Creating learning tasks to foster competencies – interrelation to gifted education?” Presentators were Albert Ziegler and Esther Brunner. In eight workshops the participants got the chance to learn about “good practices” of schools and to reflect on different approaches. Additional information is available at <http://www.begabungsfoerderung.ch/>.

**Enhance mentoring in collaboration with schools** - The Network for Gifted Education, a group of delegates from the different boards of education of the Swiss cantons, discussed possibilities to enhance the promotion of gifted and talented students by learning with mentors (May 2017). Based on a presentation held by the writer of these lines, and because schools progressively realise the enormous potential of gifted education within mentor connections and in the combination of in-school and out-of-school promotion, the group will continue their efforts to implement mentoring programs and to explore the effects.

**New publication** - The LISSA-Award in cooperation with the Swiss Foundation for High Ability Children is producing a new book including a DVD with the topic “Begabung steigt auf” (Giftedness rises) The meaning of the title is: Gifted education reaches the secondary schools. Find more information at <http://www.hochbegabt.ch/lissa-preis/>.

Submitted by Victor Mueller-Opplinger ([victor.mueller@fhnw.ch](mailto:victor.mueller@fhnw.ch))

# USA



## U.S. Department of Education projects report their results in San Antonio

The projects funded through the Jacob K. Javits Gifted and Talented Students Program, U.S. Department of Education continue to build our understanding and infrastructure for identifying and serving talented students. Developing, implementing, and reporting evidence-supported practices that can be translated to new settings are important goals for the Javits projects. At the recent Annual Meeting of the American Educational Research Association (AERA), Javits projects were showcased in a structured poster session, *Challenging All Advanced Learners: Research Insights from Projects Funded by the Jacob K. Javits Program*, on April 28th in San Antonio, Texas.

Eleven papers covering twelve projects were presented in a session organized and chaired by Annalee Good, University of Wisconsin – Madison, and discussed by Del Siegle, University of Connecticut. The interchange among researchers and practitioners was fascinating and lively. We encourage colleagues from around the world to connect with individual project contacts for more information about these productive programs that focus on the challenges of underrepresentation in gifted education. The research presentations with an email contact are listed below:

1. *Supporting and Promoting Advanced Potential in the Primary Grades*: Catherine A. Little (catherine.little@uconn.edu), Jill Adelson, Kelly Kearney, Kathleen Cash, Rebecca O'Brien
2. *Alternative Identification and Curricular Models for Rural, High-Poverty Schools*: Carolyn Callahan (cmc@virginia.edu), Amy Azano, Annalissa Brodersen, Melanie Caughey
3. *Supporting Underidentified and Underserved Advanced Middle School Students Through Online Platforms*: Annalee Good (aggood@wisc.edu), Paula M. Olszewski-Kubilius, Lauren Angelone, Eric Calvert (eric.calvert@northwestern.edu), Brad Carl, Kimberley Chandler, Tracy L. Cross, Jennifer Riedl Cross, Jennifer Robins, Rebecca Vonesh
4. *Teacher Perceptions of Developing Engineering Talent in Low-Income Young Children Through Evidence-Based Curriculum*: Ann Robinson (aerobinson@ualr.edu), Jill L. Adelson, Kristy Kidd, Christine Deitz, and Monica Meadows
5. *Improving the Diversity of the Talent Pool: Evidence from the Reaching Academic Potential Project*: Jill L. Adelson (jill.adelson@louisville.edu), Kate E. Snyder, Caroline M. Pittard, La'Tonya Frazier, Haley York
6. *Identifying and Serving High-Ability Low-Income Students with Problem-Based Learning*: Anne Horak (ahorak@gmu.edu), Bev Shaklee, Nancy Holincheck (nholinch@gmu.edu)
7. *An examination of the Identification and Underrepresented Rural Minority Gifted Students in a Western State*: Norma Hafenstein (norma.hafenstein@du.edu), Kristina Hesbol
8. *Training Rural Teachers, School Leaders, and Parent/Communities to Support Underserved Gifted Learners*: Wendy Behrens (wendy.behrens@state.mn.us), Cori Paulet
9. *Talent Development Academies: Providing Access and Opportunity to Advanced Learning for Title I Students*: Julie Swanson (swansonj@cofc.edu), Laura Brock, Lara Kessler
10. *An Experimental Investigation of Scaling Up the Total School Cluster Grouping Model*: Marcia Gentry (mgentry@purdue.edu), Jennifer Richardson, Yukiko Maeda, Nielsen Pereira, Scott Peters, C. Matthew Fugate
11. *Identifying and Supporting Twice-Exceptional Students*: Hye Jin Park (parkhye@hawaii.edu), Kiriko Takahashi

## A new Top 20 Principles from the American Psychological Association

**Other accessible and important resources were topics of conversation at AERA, too. Please check out the new American Psychological Association (APA) resource**

*The Top 20 Principles from Psychology for PreK-12 Creative, Talented, and Gifted Students' Teaching and Learning.*

The document presents the most important principles from psychology as identified by the APA Coalition for Psychology in Schools and Education that would be of greatest use in the context of pre-K–12 classroom teaching and learning with gifted children and youth. You may access the document in various languages by visiting

<http://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.aspx>.

## National Association for Gifted Children Conference Takes Flight November 8-12th, 2017

Charlotte, North Carolina where the Wright Brothers field-tested their first airplanes is the location for the 64th Annual Conference of the USA National Association for Gifted Children. Pre-conferences, topical strands, 300+ sessions and a featured keynote with Angel Harris of Duke University are set to engage attendees. Visit <https://www.nagc.org/professional-learning/nagc-64th-annual-convention> for details, descriptions, and registration information.

Submitted by Wendy Behrens, Laurie Croft, Sylvia Rimm, and Ann Robinson (aerobinson@ualr.edu)



# WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

*World Gifted* newsletter is the bulletin of the World Council. It contains the latest news and information concerning the organization, its membership, and the international gifted education community.

## **World Gifted**

We invite all members to contribute and report on anything that would be of interest to other members, such as events and initiatives, news about regional organizations, profiles of individual members, or announcements.

Submissions should include the name of the author, title, and country of residence. Send contributions for consideration to: Tyler Clark, Editor, at [headquarters@world-gifted.org](mailto:headquarters@world-gifted.org). Please give us enough lead time if the submission concerns an upcoming event.

## **Gifted and Talented International**

*Gifted and Talented International (GTI)* is the official journal of the World Council. *GTI* is refereed by an editorial review board of leading international educators of the gifted. It is published twice a year.

The purpose of the journal is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents. Articles for the journal are welcome and may be submitted at any time.

Prospective authors are requested to submit inquiries and manuscripts to:

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## **Executive Committee:**

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