



WorldGifted

Newsletter of The World Council for Gifted and Talented Children

www.world-gifted.org

Volume 38 | Number 1 | October 2019

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A World of Possibilities:

23rd World Conference Welcomes 760 Participants from 45 Countries



“The conference program was very diverse and rich. I have gained knowledge of all the narrow and broad areas of my interests: identification, social-emotional issues, creativity, and STEAM. The warm and open atmosphere of the conference provided an opportunity to interact with the authors and discuss the topic in more detail.”

This is a quote by Madlena Arakelyan from Armenia as she described the impact of the World Conference on her professional experiences. Madlena was one of 760 participants from 45 countries to attend the 23rd World Conference of the World Council for Gifted and Talented Children (WCGTC) in Nashville, Tennessee from July 24 – 28. The connections Madlena made at the World Conference will allow her to collaborate with new colleagues internationally to share ideas and coauthor publications to advance the field of gifted education and talent development. She already has plans for work with colleagues from China, Germany, Turkey, and the USA.

Madlena is one example of what the World Conference is all about. The purpose of the World Conference is to bring together diverse perspectives from across the globe to enact change. To achieve these goals, the World Conference program included nine preconference workshops, six keynote presentations, and more than 300 parallel sessions, posters, and symposia. Each of these sessions allowed individuals from around the world to share work they are doing in their own countries to help gifted students achieve their potential. These presentations provide insight to others who can incorporate new ideas to improve their own work.

Rae Lymer, gifted education specialist for Baltimore City Public Schools noted: “Dr. Blumen’s keynote talked about the diversity of the community in Peru and how that has impacted and challenged the building of gifted education programs and services. We experience a similar situation in Baltimore, and we’ve had to take a grassroots effort similar to how they have in Peru, in order to bring gifted into all of our schools. But we’re still not there.”

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FROM THE WCGTC PRESIDENT JULIA LINK ROBERTS

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

Having so many of you in Nashville for the 23rd Biennial World Conference was very special! I hope your memories of the conference are as positive as mine. For those who weren't there, the recordings of some of the keynotes are available at world-gifted.org/youtube. It is so important for resources to be available and shared. I want to extend my thanks to everyone who came to the 23rd World Conference as a keynote speaker, exhibitor, presenter, volunteer, and participant. Together, we had an exceptional experience as we shared ideas and strategies about gifted children and gifted education and talent development.

A request from World Council members has been to develop a position paper on standards for teachers of gifted and talented children and young people. We will be soliciting members interested in working on this project. We will want them to represent World Council members from across the globe.

You certainly are encouraged to submit a manuscript for Gifted and Talented International (GTI), the official journal of the World Council. I hope you are watching author interviews that highlight interesting information from authors about articles they have published in the journal. These interviews are posted on social media and on the World Council YouTube channel. Please share information about articles in GTI.

I hope you enjoy reading about what is current in gifted education and talent development in countries around the world. If you want to build relationships, please communicate with Delegates to ask questions and request further information. It is so important that we continue to learn from each other.

Please send ideas you have for furthering the mission of the World Council for Gifted and Talented Children.

Sincerely,

Julia Link Roberts, Ed.D.

President of the World Council

Mahurin Professor of Gifted Studies, Western Kentucky University

WCGTC Headquarters Update



Dear Members of the WCGTC,

A large part of the past two years was focused on planning for the 23rd World Conference. We were so excited to welcome many of you to Nashville where we focused on A World of Possibilities: Gifts, Talents, and Potential. Highlights

of the World Conference are included in the article on the cover of the newsletter. I hope you also take time to have a look at the photos and videos from the conference at worldgifted2019.com/media.

In our meetings, the Executive Committee has been discussing ways to get more members involved as well as ways to provide additional resources. As Julia mentioned in her letter, one request has been a position paper on teacher standards. We will be making a call for participants on this committee in the coming months. We will also be exploring topics for additional position papers. If you have ideas, please send them to us.

From a policy standpoint, we will be working to create a collection of policies concerning gifted education at the federal/national level. This idea came from the recent Delegates meeting in Nashville in which we focused on how gifted education is considered in different countries. Our hope is that individuals working to improve or create policies in their countries can use these samples as guides. We will soon begin soliciting the policies and developing a page on our website to house these.

At the World Conference in Nashville, Tracy Riley conducted a preconference workshop for graduate students and early career researchers. Preliminary feedback has been positive from that workshop and we are considering next steps for helping to foster the potential of these individuals. As a first step, we would like to create a repository of graduate theses and dissertations related to gifted education. If you have recently completed your graduate work or you have recently had a student complete their work, please send us information about the work. We will

continued on next page


Headquarters Update continued

soon have a page devoted to this under the "Resources" tab on our website. We also encourage you to work with your students to help them develop their thesis into an article to submit for publication in our journal, *Gifted and Talented International*. If you have additional suggestions or requests for services we can offer graduate students or early career researchers, please let me know.

We are focused on trying to get more members involved in the activities of the WCGTC. The opportunities mentioned above are a way to start. The Executive Committee will be exploring the possibility of creating special interest groups to help members connect with others interested in similar

topics. We have also created a forum on our website at world-gifted.org/forum. We hope you will take time to post in these discussions.

We need your ideas to continue making progress as an organization. Please share them with me at headquarters@world-gifted.org. Thank you for all you do to help the WCGTC and for your continued dedication.



Tyler Clark
Executive Administrator

Gifted and Talented International Journal

The editorial team for *Gifted and Talented International* have been working diligently reviewing articles for publication. Thank you to Leonie Kronborg and Megan Foley-Nicpon (Co-Editors); Associate Editors Barbara Kerr, June Maker, Nielsen Pereira, Franzis Preckel, Ann Robinson, and Alexandra Vuyk; and the many reviewers for volunteering their time to review submissions and provide feedback. Several of these

individuals gathered together at the World Conference to plan for ways to move *GTI* forward.



We are wrapping up the latest issue to be mailed to members in the next couple of weeks. You may also access the complete archives online by visiting our website at world-gifted.org/gti. We hope you will also consider submitting your articles for review. Guidelines may be found at world-gifted.org/gti-submit. If you supervise graduate students, you might consider working with them to develop their theses into articles for publication in *GTI*.

We were able to interview several authors at the World Conference in Nashville. These interviews are being made available on our YouTube channel. You may view them at world-gifted.org/gti-interviews.



Learn how to submit a manuscript at:
www.world-gifted.org/gti-submit

Articles in *GTI* 33(1)

- Creative Ideation and Motivated Strategies for Learning of Academically Talented Students in Greek Secondary School
Dimitrios Zbainos & Vassiliki Beloyianni
- Autonomous Creativity: The Implicit Autonomy Motive Fosters Creative Production and Innovative Behavior at School
Ingrid Rita Baum & Nicola Baumann
- Public Images of Gifted Programs in China: A 38-Year Analysis of Chinese News Reports on Gifted Education
Sheng-Peng Huang, Yan Kong, & Ying ("Alison") Cheng
- Connecting Creative Coursework Exposure and College Student Engagement Across Academic Disciplines
Angie L. Miller
- What are Excellence Gaps and How Can We Close Them? An Interview with Jonathan Plucker and Scott Peters
Tyler Clark & Julia Roberts
- Gifted Syrian Refugee Students in Jordanian Schools: Have We Identified Them?
Ali M. Alodat & Fawwaz A. Momani



Save the Date

August 1 - 5, 2021

worldgifted2021.com

The WCGTC Executive Committee is excited to invite you to attend the 24th Biennial World Conference that will be hosted in Dubai, UAE. The mission of the WCGTC is to focus on developing the future of gifted education. The World Conference creates a space where individuals can discuss and share visions of developing the future of gifted education worldwide.

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

We look forward to welcoming you to Dubai, UAE, during August 1 - 5, 2021.



Report on Recent and Upcoming ECHA

Many members of the World Council for Gifted and Talented Children also belong to ECHA, the European Council for High Ability (www.echa.info). ECHA has been holding biennial conferences for more than 30 years, and this fall will begin alternate-year “thematic” conferences by focusing on creativity research in Dubrovnik, Croatia.

The most recent ECHA conference was in Dublin, Ireland August 8-11, 2018. Nearly 50 countries were represented at the conference, which featured several major keynote addresses and more than 150 workshops, symposia, and parallel sessions, as well as posters. The venue was Croke Park, home of the GAA (Gaelic Athletic Association), and the theme was “Working with Gifted Students in the 21st Century.”

The dozens of U.S. attendees at the conference were able to have lunch with U.S. Embassy in Ireland Chargé d’Affaires Reece Smyth, who spoke about education initiatives and partnerships. In addition to the biennial ECHA General Assembly meeting, there was a new General Assembly of the European Talent Support Network (ETSN) as well as a lunch meeting of the national “correspondents,” liaisons to ECHA elected by the members from that country.

The next ECHA conference is the first-ever thematic conference, “Creativity Research and Innovation in Gifted Education.” The conference will be in Dubrovnik, Croatia October 16-18, 2019 and is co-sponsored by the Faculty of Education in Osijek. The next regular biennial conference (ECHA’s 17th) will be in Porto, Portugal September 9-12, 2020. The second thematic conference has been announced: it will be held in Budapest, Hungary March 25-27, 2021 and the theme will be “Closing the Achievement Gaps in Gifted Education.”

Pamela R. Clinkenbeard, Ph.D.
U.S. Correspondent to ECHA
Professor of Educational Foundations, University of Wisconsin-Whitewater

Friends of the WCGTC

We would like to express our gratitude to the following individuals 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.

🌀 George Affeldt (United States)

🌀 Queeniva Bilola (Cameroon)

🌀 Paula Christenson (United States)

🌀 Connie Cude (United States)

🌀 Shelagh Gallagher (United States)

🌀 Theodore Gillette (United States)

🌀 Mary-Anne Haines (Australia)

🌀 Kerry Hodge (Australia)

🌀 Konstantinos Koutsantonis (Greece)

🌀 Joi Lin (United States)

🌀 Justine Lopéz (United States)

🌀 Brett Monnard (United States)

🌀 Srinivasan Muthusamy (India)

🌀 Megan Parker Peters (United States)

🌀 Sylvia Rimm (United States)

🌀 Arnfinn Rismoen (Denmark)

Conference 2019 continued from page one

Rae’s comment highlights the spirit of sharing and learning together that is representative of the World Conference. The theme this year was A World of Possibilities: Gifts, Talents, and Potential. The theme represents the need to work together to solve the challenges to gifted education in each of our countries to ensure that students are able to realize their potential and develop their gifts and talents.

The World Conference was hosted by the WCGTC Executive Committee and The Center for Gifted Studies at Western Kentucky University. Tyler Clark and Julia Roberts served as co-hosts of the World Conference. A special thank you goes out to staff members from Western Kentucky University who helped make the World Conference a success including Regina Braun, Mary Evans, Gail Hiles, Tracy Inman, Jesse Knifley, Erika Solberg, Dick Roberts, and Zack Ryle.

AUSTRALIA



The AAEGT is operating under a new constitution and looking forward to future directions. Gifted Awareness Week (GAW) Australia was celebrated from March 17-23, with the theme of “Belonging” underpinning the vast range of activities offered across the country. A special webpage was developed by the AAEGT to promote involvement and provide ongoing resources: <http://gaw.aaegt.net.au/events/>.

The following is a brief account of what is happening throughout Australia:

Victoria: As part of its stated focus, AGATEVic continues to offer professional learning opportunities in gifted education. The year began with a session at Monash University by visiting U.S. Professor Ann Robinson on best practices for identifying creativity. A special expert panel session was offered to Victorian teachers by AGATEVic on May 15 at Melbourne Girls Grammar School; it covered a range of topics relevant to gifted education including identifying giftedness at both early childhood and secondary levels, research-based instructional strategies, emotional competence and gifted students, characteristics of inspirational teachers of the gifted, and highly able children on the autism spectrum. Learn more at <https://sites.google.com/agatevic.org/website/presentations-events>.

Dr Jenni Krafchek presented with Dr Leonie Kronborg on high-achieving females who recovered from disordered eating in the ROGCT SIG at the American Educational Research Association (AERA) conference in Toronto, Canada, in April.

The VAGTC presented a Models of Talent Development conference at the Arts Centre Melbourne which aligned with GAW and featured Professors François Gagné, Wilma Vialle, and John Munro. Cross Sectoral Twilight Seminars held each term are exploring models differentiation in primary and secondary curriculum structures and also transitioning into dialogic questioning leading to big ideas. The VAGTC has delivered two country seminars this year focusing on identification and curriculum differentiation, one in Sale and the other for the first time in Cowes on Phillip Island.

Queensland: QAGTC presented its annual state conference in March 2019. A professional development day with Bronwyn MacLeod, followed by a conference featuring keynotes by Dr Leonie Kronborg and Dr Susen Smith, offered multiple learning opportunities for parents and professionals. The association offers many opportunities for parents and children through its branch activities and Children’s Challenge student conference which was held in July 2019.

Through Griffith University’s Professional Learning Hub, a survey has been developed to ascertain teachers’ professional learning needs for gifted education in Southeast Queensland. Griffith’s current professional development program will be expanded once results of the community engagement survey have been analysed to determine what specific areas of interest exist for upskilling professionals in the field and what approaches the training will take. This development is important for ensuring that teachers in Queensland continue to use best practice in teaching gifted and talented students. Meridan State College (Sunshine Coast) presented Level Up, its annual gifted and talented conference, June 24-25 for students from years six through nine. This year, Level Up included workshops on mathematics, virtual reality by the Immerse Lab from the University of the Sunshine Coast, robotics, photography, and science investigations.

New South Wales: NSW’s GFSG Inc. contributed to and helped shape the NSW Department of Education’s report on Access to Selective Schooling. Dr Lannie Kanevsky presented to parents and teachers during GAW and was the international keynote speaker at the Gifted Awareness Forum for Educators (GAFE). GFSG Inc. has also launched a new website: <https://gfsg.org.au/>.

Australian Capital Territory: The ACT Gifted Families’ Support Group hosted a presentation on Learning Strengths by Dr. Kanevsky during Gifted Awareness week.

Tasmania: TAG held a conference entitled “Growing Gifted” in Hobart on September 6-8, 2019. The keynote speaker was Professor Don Ambrose, editor of Roeper Review. The AAEGT AGM was also held during this conference.

South Australia: GTCASA continues to offer a Saturday Club as well as family get-togethers and professional learning opportunities. Dara School is offering a series of eight professional learning workshops for teachers; they began in March.

Australia report continued on next page

Australia report continued

Western Australia: Gifted WA has recently been awarded a Hancock Creative Grant for two years to help build its public relations strategy, thereby building a stronger organization in WA and improving advocacy for giftedness.

Northern Territory: NTAEGT has a new committee and is committed to supporting and advocating for giftedness.

Submitted by Margaret Plunkett (Margaret.plunkett@federation.edu.au), Carmel Meehan, and Michelle Ronskley-Pavia

COLUMBIA

The gifted program at the international school Colegio Nueva Granada (CNG), in the capital city of Bogota, was started in the 2018-2019 school year. Interest in starting a sustainable and comprehensive program began with Dr. Karen Rogers' consultation and environmental assessment of the school's readiness for engaging in gifted and talented programming. Dr. Rogers' evaluation led to a series of hires including a coordinator, school psychologist, and gifted enrichment specialist to begin building the program with the current experienced leaders in curriculum and administration. In its first year, CNG's Gifted and Talented Program universally screened grades 2-8 and began serving elementary students in a pilot pull-out program. The school will next expand services to all division levels in various capacities and continue to reach out to community partners in other schools and institutions interested in providing for the academic and social emotional needs of gifted students. Colombia looks forward to collaborating with our representatives in Latin America and beyond as a member of the World Council for Gifted and Talented Children.

Submitted by Seth Jaeger (sethjaeger@gmail.com)

CZECH REPUBLIC

The amount of attention focused on gifted education fluctuates in the Czech Republic. Thirty years ago, we started to create a system for the care of gifted students in what was previously Czechoslovakia. Thanks to a small team of enthusiastic advocates, some promising changes to education were made. Asked by the Ministry of Education (MSMT), we developed the conception of GC education in our school system. The newest version, written in January 2002, included teacher training and counseling for the gifted and international cooperation. We looked forward to implementing these concepts and applying them in practice. So far, however, the changes have unfortunately manifested only in the legislation, and financial support for the gifted provisions is very weak. Better support is given to some extracurricular activities for the gifted.

In compulsory education, efforts for egalitarianism are growing again. Most recently, gifted programs have been supported, but they must cover the entire intellectual spectrum, and differentiation must not occur even within a group of children for whom the program is intended. These requirements are not helpful in providing for the needs of gifted students. The current pressure on inclusion does not respect the specific needs of the gifted, leading to problems that are difficult to solve under the given conditions. Therefore, we have looked for a more effective way to contribute to improving practice.

We decided to organize the STaN international conference Paradigm Shift in Gifted Education, which took place in Prague August 21-24, 2019. This important meeting welcomed practitioners, parents, teachers, psychologists, psychiatrists, medical doctors, scientists, mentors, and politicians who are interested in education. To make our efforts to improve the care for the gifted really effective, we wanted to introduce the people who devote their interest, work and responsibility to the issues of gifted, thoughtful, and sensitive children. We had the following speakers at the conference: Rena Subotnik, Paul Beljan, Hava Vidergor, Femke Hovinga, Sonja Laine, Martin Kubala, Eva Gyarmathy, Jolana Laznibatova, Jeanne Bockova, Szilvia Fodor, Martina Rosenboom and others.

There are many children who are inquisitive, thoughtful, creative, and motivated to work hard. In the future, they could be the ones who push the boundaries of knowledge forward. They might, for example, find a way to deal with untreatable diseases. However, many of these potential future experts, who are very much needed, lose their enthusiasm at school. We know about such cases from our practice. It is not ethical to stay silent and ignore the unfavorable situation we are in that allows their potential and motivation to disappear.

One amazing person recently lost to the world — and, most importantly, to her family — was the extremely talented mathematician Maryam Mirzakhani. Her biography provides valuable information and highlights the

Czech Republic report continued on next page

Czech Republic report continued

important steps in the development of an exceptionally gifted person: <https://www-history.mcs.st-andrews.ac.uk/Biographies/Mirzakhani.html>. Her husband, Jan, and their now eight-year-old daughter, Anahita, have also recorded a performance of the song "A Million Dreams" for her: <https://www.youtube.com/watch?v=uYwwqL6YjIU>.

A list of those who deserve our thanks would be very long. We will mention at least SENG, HELP, and STEM, which we talked about at the conference, and two people, Anna Comino-James (and Potential Trust) from HELP and James T. Webb, who passed away in July 2019, and his collaborators at SENG.

Submitted by Eva Vondráková (vondrakova@gmail.com)

ECUADOR



The most outstanding case we have in Ecuador right now is an 11-year-old boy who talks to us about magnetic levitation and the force of repulsion, his scientific projects, robots, and even a computer he has created. He invests his free time outside of his regular study in these scientific projects. He is a gifted child who was evaluated in Ecuador at the Magical Dream Foundation Institute when he was only 5 years old; the results showed he is a child with deep giftedness (180+). Currently he is in his second year of the International Baccalaureate. In addition, he has taken advanced online classes from the Center for Talented Youth at Johns Hopkins University since 2015. The case of this child has been reviewed by Dr. Linda Silverman who has agreed and certified that this child is CI 180+.

Our goal in Ecuador for 2019 and at the Center for the Development of Scientific and Cultural Talent for Children and Adolescents, "Sueño Mágico," is to achieve differentiated education and to implement programs and services specifically for students who are identified as gifted within our country and in each school. It is an ambitious project, but we fight because we believe that gifted and talented children require special educational programs and/or services to fulfill their potential and make a contribution to society. This is the mission that we have imposed on ourselves at Instituto Fundación Sueño Mágico de Quito Ecuador.

We are struggling to persuade the authorities and ministries that the rights of Ecuadorian children and adolescents with high abilities/giftedness must be respected. When we identify a student as gifted, we mean that the student has obtained a grade in the 97th percentile or higher, and we want our country to support this identification by providing differentiated instruction and the implementation of specific programs and services linked to the area or areas of student interest and ability and according to the appropriate level and pace of learning.

We are teaching classes in the Clinica De La Mujer (maternity clinic) in Quito, Ecuador, so that parents can learn to recognize signs that may appear in a child who has the potential to be gifted or highly skilled. A baby who has high abilities is different from babies who do not. Many parents, especially first-timers, fail to identify giftedness as a condition that is partly genetic, and it is very important to teach parents to be able to identify the signs of giftedness at the different stages of their child's life, to know what will facilitate early detection of giftedness, and to understand how to raise and educate a gifted child. Most importantly, these parents will develop an understanding of what their child is like and what their psycho-affective needs are. The fact that a baby shows some characteristics of being gifted does not necessarily mean that he or she will be gifted; nevertheless, some indicators must be taken into account when the children are babies so as not to waste their potential.

We are also preparing the new congress "Live Science and Culture Ecuador" 2019, an annual event that consist of professional exchanges for the benefit of children who are gifted, talented, and creative.

Submitted by Fanny Alencastro (albanalencastroquito@yahoo.es)

JAMAICA



The implementation of the new Primary Exit Profile (PEP) examination to replace the Grade Six Achievement Test (GSAT) has not gone as seamlessly as predicted, and there is a general uneasiness among primary (elementary) school teachers, parents, and major teachers' associations as to whether or not the sudden implementation was ill-advised and more transition time is needed for teacher preparation, student adjustment, etc. Simply put, the new PEP examination differs from the GSAT in that the GSAT relies heavily on the imbibing, memorizing, and regurgitating of facts, whereas the PEP modality calls for higher level critical thinking, analysis, and application of material relating to real-life situations. Many workshops, seminars, and public forums have subsequently been conducted by both the Ministry of Education and private institutions/bodies to diffuse the growing fears and uncertainty which now widely prevail.

Jamaica report continued on next page

Jamaica report continued

It is against this background of uncertainty that the DMSGT, through its outreach subsidiary Caribbean Centre for Giftedness and Creativity (CCGC), has formulated a plan to assist teachers, parents, and students in coming to grips with the practical and relevant nature of the new exam modality. The plan will also help teachers formulate performance activities, questions, and applications based on the Four Cs skill areas (critical thinking, communication, collaboration, and creativity) and the Five Es approach to learning (engage, explore, explain, elaborate, and evaluate) now being promulgated by the Ministry of Education. Plans are already in place and the project is being piloted through our Gifted Clubs in primary and preparatory schools. The CCGC rolled out its PEP-A-STEM Resource Centre concept in September.

DMSGT is collaborating with established successful programs such as educational technology providers Maths Unlimited and Academic Journeys, current and retired master teachers, electronic and print publishers, science laboratories and suppliers, robotics engineers, tertiary educational departments, literary writers, established published authors (including of text books), curriculum designers and specialists, and academic and other relevant professionals in four core areas (mathematics, language arts, social studies, and science) to coordinate in providing/establishing these PEP-A-STEM centers in schools over a phased-in basis, starting with strategic centers in each of our six education regions, to facilitate students' preparation for these new exams and more.

We have also been getting very substantial advice, resources, and support from international entities such as WCGTC members, publishers, and professionals in various countries; REACH Education Consultancy (New Zealand); and Learning Success System (USA), among others. Thank you!

Each PEP-A-STEM Resource Centre functions as a mini learning commons containing a science lab, a computer lab, a writers workshop-reading lab, an equipped engineering and design facility, a robotics workshop, physics and mathematics resources and practice area, etc. The goal is to include the existing school library as part of the effort to facilitate maximum research opportunities for all students school-wide. Although the program is in its infancy, we have garnered much support and cooperation from all the major players involved. So far, we have been experimenting, refining, and collecting relevant data in order to make a more comprehensive report later on.

The goal is to expand our efforts school-wide and to facilitate the creative and innovative development of gifted students while remaining relevant and a source of stimulation for all our students as we move forward in preparation for the new Primary Exit Profile examinations now underway in Jamaica.

Submitted by Vivienne V DeOkoro (videokoro@gmail.com)

JORDAN



Jaafar Wahbeh, a talented sixth grader at Asamiah International School in Amman, Jordan, thinks that everyone can do a lot for his or her country and be a productive citizen. He came up with the initiative of the National Day of Jordan to serve our country and contribute to the welfare of the society.

Here is what he thinks and how he started his initiative: "Since we are all together in this world, we believe as children that 'We Can! We Can Change!' We can be influential, and we are responsible for helping to improve our societies and for taking part in their rapid development."

As everybody knows, no communities will develop without a good education that prepares children for life. As John Dewey said, "Education isn't preparation for life; education is life itself." This is what we are trying to achieve through creative nontraditional education, in addition to encouraging volunteering, which helps prosperous countries have all hands united together to solve real-world problems. What if each one of us does a small, sustainable community service — what impact will we have?! This is the idea of the National Day where each company, institution, or individual in Jordan will dedicate a designated day of the year to planting a tree, maintaining a school or public park, contributing to founding a public library in a remote area — any service that is sustainable.

As a kind of gratitude and motivation for others to join the National Day, we will publicize their services so they can be role models and spread their work via the Butterfly Effect.

Why National Day?

- To solve different problems in different fields all across the country.
- To involve the largest number of individuals and institutions in community service.
- To contribute to the dissemination of the idea of volunteering.
- To contribute to the achievement of the UN Sustainable Development Goals (SDGs).

Submitted by Janette Wakileh (janettewakileh@gmail.com)

LEBANON



The Science and Mathematics Education Center (SMEC) in the Department of Education at the American University of Beirut organized the Twenty-Fifth Annual Science, Mathematics, and Technology Fair on April 6 and 7, 2019. The Fair provided students from schools throughout Lebanon with the opportunity to share scientific, mathematical, and technological projects with their peers from other schools. Twenty-five private schools from Lebanon participated in the Fair this year. There were around 165 projects, and 400 students from different school cycles and grade levels participated. The aims of the Fair were to (a) encourage and reinforce schools' efforts in developing students' scientific and mathematical inquiry and critical thinking skills, (b) to provide a relevant, hands-on, out-of-class dimension to science and mathematics instruction, and (c) to promote creativity, initiative, collaborative skills, and independent thinking among students.

The University of Sciences and Arts in Lebanon (USAL) has launched a call for papers for an upcoming three-day conference in October 2019 entitled "Educating and Nurturing Gifted Children in Special Education: Experiences and Challenges." The conference is aimed at classifying gifted children as children with special needs who need special services. The conference targets researchers, teachers, and practitioners and will focus on issues related to gifted education in Lebanon and the Arab Middle East.

Progressive steps were made in a number of Lebanese schools in developing activities and special programs for gifted and talented (e.g. LWIS-City International, Mabarrat schools, Ghadi Center).

Recently, two doctoral students completed their theses on topics related to gifted education in Lebanon. The first, "The Impact of Four Educational Programs on Gifted Learners' Social/Emotional Skills and Self-Esteem: A Comparative Study," was written by Mira Alameddine from the Lebanese University. The second, "Developing Critical Thinking Skills among Students Using the Renzulli Learning System (RLS)," was written by Randa Yehya from Saint Joseph University.

A number of training workshops were conducted by the Taaheel Foundation to raise awareness about the education of gifted children in Lebanon. In addition, several Lebanese researchers and practitioners presented papers at the Arab Council for the Gifted and Talented (ACGT) conference in Egypt between March 14 and 16, 2019.

Submitted by Anies Al Hroub (aa111@aub.edu.lb) and Nidal Jouny

MEXICO



The field work in and awareness of giftedness in Mexico have advanced considerably. A new building opened that expanded the scope of a school for talented in the Mexican capital as part of the development of new programs for them throughout the country. This year, a radically accelerated Mexican student was admitted at the age of 17 to a master's degree program at Harvard University. This achievement received considerable media and social recognition as it was the first time in a century a student of that age was admitted for this degree at Harvard.

In March 2019, the Mexican Alliance for Giftedness finished the construction of a new building for the specialized center CEDAT Mexico City. This addition expands its current maximum capacity to 300 gifted students and allows the center to expand to up to three times its current class size and admit students on the waitlist who were previously blocked from access to specialized education due to lack of space. The Spring 2019 inauguration of the new building was acknowledged as part of the National Expansion Plan 2016-2020 of the Mexican Alliance for Giftedness, and the inauguration ceremony was covered by more than 40 mass media publications which witnessed the opening of the new center. This event was chaired by the Director of the Human Rights Commission of Hidalgo (Lic. Alejandro Habib) and the Administrative Committee members of the CEDAT.

In addition, a new program for gifted was developed: The Professional Workshop. It allows children and teenagers to be trained in real time and practice in several fields like Hospital (medicine), Financial Center (economy), Supermarket (nutrition and administration), and Graphic and Comics Design, among others. The plan is for the first students in this new program to be enrolled during Fall 2019 and for the program to continue expanding during the next years.

During the summer we attended the World Council for Gifted and Talented Children World Conference in Nashville, Tennessee, U.S.A. with several students. Six presentations from Mexican students and researchers were accepted and consisted of diverse topics like the training gifted teachers, the arts, and cluster enrichment.

Mexico report continued on next page

Mexico report continued

This year, on the grounds of increasing scientific, media, and educational impact, the Fourth International Conference on Giftedness was held June 8-9, 2019 in the Mexican capital; more than 1,000 people attended. The only current annual event in Mexico that delves into this field, the conference provides a unique opportunity for gifted students to present the results of their cluster enrichment projects in the sciences and their research. Approximately 150 gifted children participated actively in the conference by orally presenting research projects and through scientific posters, including a School Enrichment Fair. The conference included international speakers in the fields of giftedness, school administration, and education such as Dr. Elena Grigorenko, Dr. David Lubinski, Dr. Sandra Gudiño, and Dr. Alberto Ross.

In addition, in May 2019 a Harvard-supervised graduate project was completed in Mexico to help study and promote arts education and museum studies for gifted students. The development of this research model helped to study ways of developing inclusiveness at Mexican museums for hyperactive gifted students. The first results of these international ventures were presented at the WCGTC conference.

Finally, the Community of Gifted in Mexico is looking forward to the start of the 10-Year Celebration of Excellence. In May 2010, the first full-time program for gifted opened in the country, and it has positively impacted nearly 9,000 families of talented students. Therefore, as the first decade is concluding, we will hold a series of events and celebrations that will culminate in an international conference on May 30, 2020 to allow children and adults to remember the positive social changes that have occurred around the country.

Submitted by Andrew Almazán Anaya (almazananaya@gmail.com) and Zayda Acevo Zepeda



NEW ZEALAND

Gifted Education in Aotearoa, New Zealand continues to strengthen in 2019. A new package of support for gifted education was announced by Associate Education Minister Hon. Tracey Martin on February 27. The package recognizes that gifted learners and notions of giftedness are diverse, both within and across cultures. The package of support includes:

- Partial funding for one-day New Zealand Centre for Gifted Education schools to enable gifted learners to access learning with like-minded peers.
- Awards for gifted students for school-aged learners (or groups of learners) who are gifted or have exceptional abilities to extend and challenge their learning and support their well-being. These awards enable them to complete a particular project or activity in areas that may be quite different from their usual learning. There will be two rounds of awards each year. We are currently awaiting the announcement of the first round of awards, and the second round will open in July with an October announcement.
- A program of events, experiences, and opportunities. These events are nationwide with a focus on supporting rural gifted students; more details will be available on <https://gifted.tki.org.nz/further-support/events-and-opportunities/> once they are announced.
- Expansion of online modules: improved access to online modules enable gifted learners to learn alongside like-minded peers.
- Additional guidance for teachers to help them recognize and support gifted learners, including a nationwide screening tool for recognizing giftedness in multiple domains.

Gifted Aotearoa now has 602 members and has launched Waka Kōpapa and Waka Tiwai alongside Waka Ama (keeping you afloat).

- Waka Ama is a waka that requires an outrigger to keep balanced and afloat. Waka Ama provides access to Kaiārahi (leaders) in gifted education who provide on-the-spot support to educators and coordinators with an immediate need or query. You are able to read some of the responses to these questions at <https://gifted.tki.org.nz/further-support/gifted-aotearoa-project/>.
- Waka Kōpapa were ideal for moving small groups of people together, just as our leadership development course helps to move groups of educators along on their journey as leaders in gifted education. It has had an overwhelming response, with the first two intakes filling up and a waiting list building for the third intake. You are able to read more about Waka Kōpapa at https://www.giftedaotearoa.nz/site/assets/files/1047/waka_kopapa_info_sheet_june_2019_intake-1.pdf.
- Waka Tiwai were everyday waka. They were used often and were ideal for moving small groups of people — like our regional network hui. They were also used for recreation, reflecting our desire to enjoy what we are participating in. Waka Tiwai supports the growth of regional networks for educators enabling them to network and collaborate together as a community of learners, growing regional capability to meet the needs of gifted learners. The regional network consists of face-to-face hui (meetings) and online collaboration and is focused on practical support for classroom practice and led by local facilitators.

New Zealand report continued on next page

New Zealand report continued on next page

The New Zealand Association for Gifted Children (NZAGC) have launched a new look for Tall Poppies magazine. The magazine was previously physically three times a year and will now only be physically published once a year. Throughout the year, members will have access to Tall Poppies Espresso, which is published online every two months on a particular theme. You are able to preview the first edition at <http://online.fliphtml5.com/wybey/lneb/>.

NZCGE, NZAGC and giftEDnz again collaborated on Gifted Awareness Week 2019, which ran June 17-23 and focused on mythbusting. NZCGE coordinated the annual blog tour through the month of June at <https://nzcgce.co.nz/blog?src=nav>.

NZAGC is running a film competition sponsored by Screentime New Zealand on this same theme of mythbusting. Screentime recently filmed a two part series on NZ gifted children called Brainboxes. It is expected to screen later this year on TVNZ.

giftEDnz has recently revamped its website and elected new board members. You are able to read more about this at <https://giftednz.org.nz/>.

Submitted by Brooke Trenwith (brooketrenwith@xtra.co.nz), Deborah Walker, and Lynn Berresford

SPAIN



The following activities have been carried out in Catalonia by the High Ability Working Group (GTAC) of the Official College of Psychologists of Catalonia (COPC) with representatives of the GTAC of the College of Pedagogues of Catalonia (COPEC) and Associations of Families of Children with High Intellectual Abilities (FANJAC, AFINS):

- A Presentation of the Guide on High Intellectual Abilities (AC).
- Round Tables including "AC and School" and "AC and Social Relations."
- The organization of the 5th National Working Day on High Intellectual Abilities: Attention to Diversity in Children with AC, with two main lectures by Dr. Rodríguez ("AC and Gender") and Dr. Touron ("The Talent Search Model"), two round tables ("Typologies of AC" and "Double Exceptionality"), and the participation of two students with AC explaining their personal experiences.
- The start of the process of accreditation of professional expertise in AC.
- A follow-up of the longitudinal study of the personal and cognitive evolutionary tracking of students identified as intellectually precocious.
- The creation of the Test Review Committee.
- A meeting with Pompeu Fabra University to discuss early entrance to the university.
- The creation of a research committee to create a protocol for detection and intervention to present to the Department of Education of Catalonia.

At the end of 2018, the II Conference on High Intellectual Capacity and Giftedness, organized by the Alicante Regional Council and Mensa Spain, was held in Alicante. Sandra Miguel Somavilla facilitated the presentation "Teacher Training Needs and Stereotypes of the High Intellectual Capacity." Violeta Miguel, Salvador Martínez, and Andrés Carlos López also presented their work.

The Huerta del Rey Centre, the Spanish center of the European Talent Support Network, was represented by its director, Dr. Yolanda Benito, in the delegates meeting that took place in Budapest April 4-5, 2019.

The European Talent Support Network, with its 20 talent centers (in Austria, Belgium, the Czech Republic, Denmark, Greece, the Netherlands, Ireland, Lithuania, Hungary, Germany, Italy, Switzerland, Slovakia, Slovenia, Spain, and Turkey, India, and Peru) and 300 talent points, is now present in 38 countries around the world. It is a rich source of European cultural diversity, providing a wonderful resource of best practices to apply cutting-edge scientific results in the field of high-ability and to help highly able people in Europe. The European Talent Support Network is a self-correcting learning organization where the help and guidance of ECHA is a key element of its success. Trust and personal contacts are crucial in network building. Sharing and giving, transparency, serving others, and establishing a joint identity, joint service, and community feeling are the key values of the Network.

Regarding the attention to, identification of, and intervention with gifted and talented children, as usual, the Educative and Health Administrations of Spain, the Official College of Psychologists, etc., had an important role enforcing their deontological code to oversee the correct use of techniques, instruments, and resources to ensure that all students are educated regardless of need. Therefore, the formation of different education ministries, educational administrations, and parent associations remains important.

Spain report continued on next page

Spain report continued

Along these lines, two training and research activities must be highlighted. The first one is the Practical Workshop, taught by Dr. Yolanda Benito, on Expert Psychological Legal Reports for the Official College of Psychologists of Castilla y León. The second one is the work performed for more than three decades in Huerta del Rey in favor of the rights of the children based on different investigations and combining the knowledge and experience of professionals, parents, students, and members of the civil society from different countries. As part of the Children's Right Workgroup at the Council of Europe, we have the chance to get feedback from other workgroups. Also, it allows INGO Eurotalent, represented by Dr. Juan A. Alonso and endowed with a participatory status before the Council of Europe, to present our studies and reflect on the many different obstacles that our children are facing: family, new challenges for parents, exclusion, growing up in a digital world, and many others. We have perhaps focused more on and put more of our efforts into the defense of children's rights in the digital environment. Our INGO works to ensure attention is paid to talented and gifted children while also talking about childhood and children's rights in general.

Submitted by Juan A. Alonso (c_h_rey@cop.es) and Leopold Carreras-Truñó

SWEDEN



In previous letters from the Swedish contingency of WCGTC, we have expressed our frustration with a country moving very slowly to improve conditions for gifted students but also a positive belief that the situation will change. Both of these points apply also to this current letter.

One indication of change can be found in the 2018 revision of the Swedish Education Act (2010:800). In general, this document addresses students as a collective and anonymous "all," emphasizing such things as equal opportunity and access to education independent of geographical or socio-economic factors. So far, the only exception to this collective perspective had been made for students who are in need of extra support due to different types of learning difficulties. As a result, the aim of teaching has been specifically focused on supporting students in moving over the bottom line from "not passing" to "passing." Since the 2018 revision, there is now a small but significant addition that acknowledges students at three levels: the ones in need of extra support to pass, the ones who pass the minimum requirement with ease, and the ones who pass additional requirements with ease; this change seems therefore to include teaching for the full range of student abilities.

Even if the additional formulation does not go as far as explicitly mentioning gifted or high-ability students, it still provides a possible opening in a previously very narrow main focus in teaching in terms of achievement. We believe this revision has the potential to make a difference because it allows teachers to focus their attention on students across the whole spectrum of achievement levels. However, the revision was published just under a year ago, and we believe it needs to be given a great deal more attention.

A second, but in no way less important piece of news, is that we are very happy to announce the recent appointment of Australian Valery Margrain as a professor at Karlstad University. Her research has focused on support for gifted students within the classroom, issues of inclusion, and the application of a differentiated curriculum. In an interview on the university webpage, Professor Margrain states her intention to share with Sweden her international perspective and experiences from gifted research and to work for an increased understanding of issues related to giftedness. Moreover, she mentions the possibility of stronger Nordic cooperation.

This last point mentioned by Professor Margrain is also one of major importance for the development of gifted education and research within Sweden, namely the need for cooperation and coordination. For example, we know of a number of schools actively working on exploring teaching strategies that include the perspective of giftedness. At least five of our universities have ongoing research specifically focused on giftedness. However, without any coordinating of incentives, exchange between the two arenas remains limited. One contribution in this direction is the recent launch of an anthology project for one of the main publishing companies for the Swedish market, with an expected 2020 publication date. In this text, a selection of researchers and practitioners will share ideas and experiences in research and teaching practices from different standpoints within the context of Swedish education. Contributions from Norway and Australia and from teachers with experience in teaching and teacher training within the International Baccalaureate will add an international perspective.

To summarize, we can yet again say that the field of gifted research in Sweden is gradually, but slowly, making progress. With the support of the law, by enriching educators' competence and with more cooperation within Sweden, we believe even more will be achieved.

Submitted by Caroline Sims (caroline.sims@edu.uu.se)

UNITED ARAB EMIRATES



The Abu Dhabi Department of Education and Knowledge (ADEK) in collaboration with the Department of Special Education, College of Education (CEDU), United Arab Emirates University, started a professional development program for teachers in Abu Dhabi in fall 2018. The aim of the CEDU Framework for ADEK Teacher Development Program is to assist ADEK general and special education teachers in understanding how gifted learners learn and how the education of the gifted can be more effective, engaging, and enriching. The length of the training program is one academic year. The proposed Professional Development Program includes series of workshops, follow-up, and/or observations.

More specifically, the ADEK Teacher Development Program consists of 20 workshops (see below) to prepare cycle 1, 2, and 3 teachers to teach gifted and talented learners. To ensure the effectiveness and efficiency of the professional development program, workshops will be delivered in English and Arabic. Additionally, all materials and handouts will be prepared in the two languages. College of Education faculty members with expertise in teaching gifted learners will utilize methods that are likely to lead teachers to improve their practice as professionals. The professional development program will be learner-centered, enabling educators to experience the types of instruction that they are expected to provide to their gifted and talented learners. Following the 20 workshops, UAEU faculty will visit the schools to meet with the trainees in small groups and communicate via online chat to help ADEK teachers practice the instructional strategies covered in the workshops and lesson planning skills. The workshops include topics such as curriculum compacting, differentiated curriculum, independent projects, learning contracts, problem-based learning, SCAMPER, tiered assignments, finding a mentor, and interdisciplinary/thematic approaches.

The ADEK Special Education Division (Gifted and Talented Identification and Services) organized some programs and activities for gifted and talented students in Abu Dhabi. Examples of these programs include the Formula 1 Contest in which students in grade six and above used computer design software to develop products using information technology, physics, dynamics, and graphic design. Also, cycle 2 students (grades 5-10) were involved in an international program of future problem-solving that aims to develop critical and creative thinking skills. Several students participated in the International Robot Olympiad and the First Lego contest where they solved real-world problems related to sustainable energy and food security. Programs such as the Big Electronic Adventure were introduced for students in grade six and above. Some workshops were conducted with the parents of gifted students in order to establish effective communication between parents and their gifted students. The G/T Identification and Services section is planning to establish a center of gifted and talented students in which different enrichment programs will be provided in cooperation with experienced calibers in the educational field.

The Special Education Lab at the College of Education at the United Arab Emirates University strives to serve the community through providing identification, enrichment, and counseling services for students with special educational needs. The lab is operated by a group of trained faculty members in different fields such as giftedness, sensory disabilities, and autism. The lab is receiving cases on a weekly basis for which assessments are conducted. Student teachers receive clinical experience related to the administration and interpretation of different assessment instruments by observing the faculty while they assess and evaluate students with special needs.

Submitted by Ahmed Hassan Hemdan (ahamdan@uaeu.ac.ae)

URUGUAY



In Uruguay, gifted education is still nonexistent in public and private schools. We have heard that the educational authorities have started some kind of identification process using only standardized tests with eight-year old students, but results are not available yet.

Currently, the Research Group on High Abilities/Giftedness (GIAHSD), linked to the School of Educational Sciences at Universidad de la Empresa (Montevideo, Uruguay), and the Association of parents (AHSTUY), created last year, are the only organizations that work on behalf of gifted people.

GIAHSD continues to grow exponentially in both activities and members. The number of persons interested in studying and researching on giftedness has increased, resulting in GIAHSD creating a seedling research group guided by Karen Bendelman (California Association for the Gifted) and Simone Sviercoski (Brazil). This group is

Uruguay report continued on next page

currently being introduced to giftedness topics, and many of its members have already decided to develop their master's theses in this field.

In December 2018, one of the journals of the School of Educational Sciences of Universidad de la Empresa, RSEUS: Revista Sudamericana de Educación, Universidad y Sociedad, was completely dedicated to high abilities / giftedness, including papers from Dr. Renzulli and Dr. Sally Reis, as well as other Mexican, Brazilian, and Uruguayan researchers.

Identification activities using Bendelman & Pérez Barrera instruments continue to be developed on two different fronts: the survey to collect data and state estimates of gifted students in the region (Argentina, Brazil, and Uruguay); and, as an extension activity, the identification of children, adolescents, and adults from the community. The first individuals already identified were referred by the association of parents; others came from media information. Now the service is becoming known, and a waiting list has been established. The identification services are charged at a very low rate according to family income, and low-income families are served free of charge. Currently, the identification process takes three to four meetings. After that, a complete report is delivered to the family, and the school the child attends is contacted and offered guidelines on educational strategies.

We have already offered some specific talks to private schools, and the governmental institution in charge of teachers' training also has invited us to give two short talks.

Another extension activity offered to the community by GIAHSD is the parents' workshops, which began last year and were so successful that they are now being conducted every second Friday of the month. The goal is to provide information and education on giftedness-related topics to gifted students' parents. Since many parents cannot attend the workshops because they have no one to take care of their children, we are also developing parallel activities for their children.

A specialization on gifted education was proposed and approved for funding by the Uruguayan National Department of Research and Innovation (ANII). The credential program is coordinated by GIAHSD and will be developed at the School of Educational Sciences of Universidad de la Empresa. Last April, Karen Bendelman did a presentation for the community regarding the credential program.

GIAHSD has also attended a session of the Parliament Commission of Culture and Education to advise on a project to develop a public policy that will consider nationally mandated gifted identification and education of this population.

This coming fall at the University of Connecticut, a research project to adapt Bendelman & Pérez Barrera identification instruments to imprisoned Uruguayan young offenders will be developed under a Fulbright research scholarship by Pérez Barrera in collaboration with Dr. Joseph Renzulli. Finally, we have just received the approval of the provost at the Universidad de la Empresa to develop the future Center of High Abilities / Giftedness already proposed as the original project of the GIAHSD.

Submitted by Susana Graciela Pérez Barrera (susanapb56@gmail.com)

USA



Activity in the U.S. continues to focus on finding ways to create and sustain equitable practices in gifted education. New information and creative partnerships point the way to productive solutions.

The National Center for Research on Gifted Education at the University of Connecticut has spent four years examining gifted education services across three states with mandates to identify and serve gifted students. These first findings are based on 332 district and 2,419 school surveys, 202 interviews, 293 state / district gifted plans, and achievement data for 362,254 students.

Identification of Underrepresented Gifted Students

- o English Language Learning (EL), low-income, Latinx, and Black students are not identified at the same rates as non-underserved students, even after controlling for student achievement.

USA report continued on next page

- o An EL student is 30% less likely to be identified as gifted each year he or she receives EL services. EL students exit EL programs faster in schools with greater percentages of gifted students.
- o Very few districts offer programs to identify and recruit potentially gifted students. However, when school personnel work together as talent scouts, they are more effective in identifying EL gifted students.
- o Most districts identify gifted students in third grade; consequently, third-grade achievement is directly related to gaps in the identification of gifted students. Cognitive tests remain the primary tool for identification.
- o Universal screening and nonverbal tests do not appear to be panaceas for removing the identification gap; however, modified universal screening shows promise for reducing under-identification of underserved populations.

Services

- o Gifted services are not equally distributed across schools within districts. The variance between schools in a district is greater than the variance across districts in a state.
- o The majority of schools use pull-out classes for gifted instruction.
- o Gifted programs seldom focus on core curriculum such as math and reading; instead, they provide instruction in critical thinking and creative thinking.
- o Gifted students start ahead in reading and mathematics achievement at third grade but don't grow any faster than other groups by fifth grade. In some cases, gifted students show slower growth during this period than non-identified gifted students.
- o Teacher autonomy positively influences the academic achievement of gifted students in some states.

Ana Miro Mejias stopped by The Association for the Gifted's (TAG's, www.cectag.org) booth at the Council for Exceptional Children (CEC) convention and cultivated a relationship with the TAG board. Ultimately, she invited the TAG board to Puerto Rico, giving birth to the Simposio: Educación Especial, Dotados y Doble Excepcionalidad – Experiencias diferenciadas y enriquecedoras (Symposium: Special Education, Gifted, and Twice Exceptional – Differentiating and Enriching Experiences) held this past May 3 at the University of Puerto Rico, Río Piedras Campus.

Sessions at the symposium covered a wide range of topics including identifying twice-exceptional students, curriculum differentiation, creative thinking techniques, and social-emotional supports. Attendees included 400 special education teachers, nurses, school psychologists, and parents who learned from one another and built a shared mission to recognize and serve both gifted learners and twice-exceptional students. The closing session highlighted next steps, a keynote speech from a successful businessman with multiple exceptionalities, and a donation from TAG to two schools near the university campus.

WCGTC members from the United States will attend the 1st Thematic Conference of the European Council on High Ability (ECHA). WCGTC president Julia L. Roberts, WCGTC executive administrator Tyler Clark and U.S. delegate Ann Robinson will attend Creativity Research and Innovation in Gifted Education: Social, Individual, and Educational Perspective in Dubrovnik, Croatia from October 16-19, 2020. For more information, visit <https://www.dubrovnikpr.com/echa-conference/>.

The 17th International Center for Innovation in Education (ICIE) conference was held July 16-19 in Prairie View, Texas. Several prominent U.S. leaders in gifted education headlined this event, including Joe Renzulli, Sally Reis, and Joy Lawson-Davis. For more information, see <http://www.icieconference.net/>.

Please join thousands of educators, counselors, parents, and other advocates for gifted children at the NAGC annual convention in Albuquerque, New Mexico November 7-10, 2019. For registration information and to view the preliminary program, visit www.nagc.org/.

Dabrowski researchers, mark your calendars! The 14th International Dabrowski Congress will be in Boston, Massachusetts, August 6-8, 2020. For more information, see <http://www.giftedconferenceplanners.org/Dabrowski-Congress-2020>.

Submitted by Shelagh Gallagher (sagallag1@gmail.com), Wendy Behrens, and Ann Robinson



WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

World Gifted

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.

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. 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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