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World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

CONTENTS

- 1 - 2023 World Conference
- 2 - President's Letter
- 3 - GTI Update
- 4 - Gifted Education in Latin America: Challenges and Achievements
- 5 - WCGTC® Friends
- 6 - Delegate Discourse

Bahrain
Canada
Czech Republic
Greece
Hong Kong
India
Italy
Japan
Lebanon
Mexico
New Zealand
Slovenia
South Africa
Spain
Sweden
UAE
UK
USA

2023 AUG 5-6, 12-13

The WCGTC® Executive Committee has been monitoring the current situation in the world regarding international travel and conference opportunities. Due to the continued uncertainty of the pandemic on health and financial resources, we have decided to keep the 2023 World Conference in a virtual format.

While we are eager to meet face-to-face again to share ideas with one another, we want to ensure the conference is successful and accessible to folks around the world. We had great success with the 2021 Virtual World Conference and are excited to bring back several components of that conference and include a few new opportunities to further enhance the networking opportunities available to our attendees.

Since the 2021 schedule offered increased access to individuals around the globe, we will continue the schedule of offering the World Conference over two weekends in staggered time zones. We will also plan a few sessions during the week in between for live discussions to go more in-depth on topics of interest. Please mark your calendars for August 5 - 6 and 12 - 13, 2023!

We will be sharing more information as it becomes available including the theme, registration costs, proposal guidelines, and keynote information. Please note that individuals from lower-income countries will receive the same pricing discounts for the World Conference registration as they do for membership.

We are excited to share new and exciting ideas with you at the 2023 Virtual World Conference!

worldgifted2023.com | #wcgtc23

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



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

More than two years have passed since the outbreak of the pandemic. Much has been learned since then. We had to use our strengths, creativity, and resilience to face new challenges. I have appreciated the efforts to think of innovative ways to serve gifted and talented students worldwide. Last November we carried on meetings with 65 WCGTC delegates from 35 countries. The meetings were very fruitful! I am very grateful to the participants for sharing experiences, thoughts, and suggestions. They have helped the Executive Committee to think of a future agenda.

As you know, one of the goals of the WCGTC is to bring together a larger number of people interested in giftedness. In this regard, the Executive Committee has recently voted in favor of a new membership and conference discount system designed to make attendance more manageable for individuals from lower-income economies. I believe this decision will help to broaden the WCGTC community, ensuring an equitable, inclusive, and diverse membership. I look forward to welcome and work with people across the globe!

Another initiative of the Executive Committee was to organize a webinar that provided an opportunity to discuss gifted education in Latin American countries. On March 16, Leonor Conejeros, María Paz Gómez, María de los Dolores Valadez Sierra, and Sheyla Blumen enlightened us by presenting, in Spanish, best practices and studies conducted in Chile, Mexico, and Peru, and suggesting directions for future actions. It was a pleasure to chair this webinar. I would like to thank the presenters for their excellent work in favor of the gifted. This webinar was the first of many we are planning for upcoming years. Let us know about topics of interest to you!

In early April, we posted a call for the Global Principles for Professional Learning in Gifted Education translation. We were happy to receive many applications. This signals to us that the document might be useful for teachers, principals, and coordinators worldwide. We can hardly wait to receive some feedback about how the principles have been applied in different countries! We have also posted a call for Editor-in-Chief of the Gifted and Talented International journal. I hope you consider submitting an application. We look forward to a productive partnership!

I take this opportunity to thank Sue Prior, who has just left the Executive Committee, for her support and service to the WCGTC, and to congratulate her on her recent appointment as secretary of the Australian Association for the Education of the Gifted and Talented. We wish her all the best.

In closing, I would like to ask you to continue spreading the word about our organization. Without your support, commitment, and dedication it will not be possible to carry on the mission of the WCGTC. A huge thank you to all of you!

Denise Fleith

Denise Fleith
President of the World Council for Gifted and Talented Children



Global Principles for Professional Learning in Gifted Education

world-gifted.org/press-release/global-principles

Gifted and Talented International

Leonie Kronborg, Editor in Chief

The special issue of Gifted and Talented International (GTI) focusing on Research and Practice on Connections Between Talent Development and Big C Creativity or Eminence in Domains has been published! We are grateful for our Guest Editors' contributions, Dr. Rena Subotnik and Dr. Paula Olszewski-Kubilius, who worked with me over the past two years to get this issue planned and completed for the WCGTC. The editorial of this special issue questions – where do eminence and transformational achievement fit into the gifted education picture? And in response, there are nine articles featured that were categorized into two groupings. The first set of 6 articles is framed around a model of talent development from potential to eminence or transformational achievement, while the second set of 3 articles was organized around eminence or transformational achievement in specific domains of talent without focus on a specific model of talent development. The 24 authors who contributed to this special issue have approached their research topic from different aspects of talent development and in different contexts, yet there are commonalities amongst their findings. We hope you find this special double issue of articles thought provoking.

At the same time as this special issue was developed, a regular issue of GTI was being developed. The next hard copy issue of research in GTI will be available soon for WCGTC members to read. These articles, and more are available online already for interested researchers and gifted education practitioners to access and read. These articles have required a range of editors and reviewers for these articles to be ready. Thanks to all who have contributed!

I would like to remind all of you who are conducting research and writing papers to cite relevant research from our Gifted and Talented International journal as this is how our impact factor can potentially improve! We have a range of excellent research articles on diverse topics in GTI that could be used by researchers in the field to underpin their research, so please cite from your GTI research articles, so that you contribute to improving our GTI impact factor! Last, we are searching for the next Editor of GTI. If you or someone you know is interested, please apply at world-gifted.org/gti-editor.

Leonie Kronborg, PhD

world-gifted.org/gti

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GIFTED EDUCATION IN LATIN AMERICA: CHALLENGES AND ACHIEVEMENTS



*Cristiana de Campos Aspesi &
Renata Muniz Prado*

On March 16, 2022, WCGTC hosted a webinar to discuss gifted education in Latin America. Chile, Mexico, and Peru were represented and the event was moderated by Denise Fleith from Brazil. It was an opportunity to learn best practices in those countries, their programs, services, and research findings. In addition, challenges they face as well as a future agenda regarding educational provisions for gifted learners were presented.

Maria de los Dolores Valadez Sierra (Mexico)

Mexico began the first political and legislative actions aimed at identifying and assisting the gifted in 1982. In 2006, the proposal for educational care for students with specific talents was published, which is the government's official proposal, derived from the national program of educational attention and strengthening of special education. The country seeks international equivalence to the concepts adopted, encompassing different variants of the theme. The identification process starts with exploratory activities, nomination by teachers, inventories, and the search for an integral profile in different contexts. Assessment is comprehensive, including family context, school context, intellectual and creative capacity, emotional development, and social development through standardized tests and interviews. Intervention programs used are enrichment (school context, classroom context, and extracurricular context), acceleration (early promotion, with aptitude assessment from preschool to secondary age), and clustering. The intervention proposal was implemented in most states of the country. There are also educational centers for high abilities that work with students with an IQ above 130, using project development as a methodology. Universities also offer strategies for grouping children and adolescents by age and competence and developing projects in science, robotics, socio-emotional skills, and entrepreneurship. The country has a national periodical magazine with articles on talent, intelligence, and creativity. Even with all these actions, only 0.10% of basic education students are identified and served, which represents a challenge yet to be overcome. It recognizes that many advances have been made, but there are some challenges to overcome such as the development of a care system articulated with national and international policies to better serve students with high abilities.

Maria Leonor Conejeros-Solar and Maria Paz Gomez-Arízaga (Chile)

Chile brought the panorama of a country marked by fragmented actions of identification and assistance to students with high abilities due to the persistence of poverty and great income inequality, generating a high rate of social and educational exclusion. Starting in 2018, the OCDE gave Chile the challenge to develop equity in access to quality educational opportunities. The aforementioned advances come from actions by civil society organizations. For example, the Red Chilena para la Alta Capacidad, which has been striving for high abilities to be incorporated into the new document of the country's Constitution and give evidence to the celebration of High-Abilities International Day (14th March). Chile still does not have a culture of identifying potential and abilities, and there are still no specific public policies for this public. This only occurs in the private sector associated with programs. There is still no definition and legal provision that ensures its assistance at the school level. It is an invisible issue in public policies, in schools, as well as in families and for the students themselves. According to statistical data, Chile has 355,000 students with high abilities who are not being seen. The services started in 2001 are for only 1% of the population and are offered in university programs. These programs are extracurricular enrichment activities for students aged 11

to 18, and happen twice a week. They also offer two-week academic summer camps. The goals for a future agenda are the search for an inclusive paradigm, legitimizing community diversity, and equity in care. The identification process points to the need for an ecological, multidimensional perspective based on locally-developed instruments, adapted to the different social contexts that Chile presents. Also, there is a need for establishing internal regulations in schools so they can adjust actions that meet the students' needs. The investigations point to socio-emotional adjustment problems, frequent school change, in search for better learning environments, educational responses that are not relevant to high abilities, and the focus on the deficit instead of looking at the strengths in the student's profile. A further goal is an integration among all educational agents, strengthening working bonds between countries (associations, researchers, and professionals) in the sense of sharing good practices and disseminating knowledge, and developing collaborative policies in Latin America.

Sheyla Blumen (Peru)

In Peru, there is a high ethnic and linguistic diversity which may influence the understanding and provision of programs for high-ability students. Disparities in academic achievement and cognitive and socioemotional development among the highly able indicate some students may be overlooked showing inequities in the identification process, especially for students living in rural areas. The school approach used in this region should be highly integrated on cultural factors to a more comprehensive view of the phenomenon where the dynamic interaction of person and environment is a key condition to promote equity and to support the students' identification and program development. Dr. Blumen highlighted the importance of some conceptions used in Peru. She mentioned Robert Sternberg's Successful Intelligence, Howard Gardner's Multiple Intelligence, Francois Gagne's Differentiated Model of Giftedness and Talent, The Actiotope Model of Talent conceived by Albert Ziegler and Heidrun Stoeger, and the comprehension of high ability profiles by Betts and Neihart. In relation to the strategies to involve civil society, scholars, and policymakers, Dr. Blumen showed some strategic actions to the progress of the field in Peru, even though there is still a lot to be done. Some actions involving public administration, schools, foundations, fellowship communities, and mentoring interventions with academics were instrumental. The organization of international scientific events such as the Seminario Internacional Desarrollo de Talento en Condiciones de Vulnerabilidad occurred in 2019, it was an example to connect scholars and public policymakers. A successful practice in the country is the Residential Academies for High Achievers, called COARs, launched in 2010 to foster the academic talent of students from disadvantaged and poverty contexts. It positively impacted those students which led to the expansion of the program to every Peruvian region. The nationwide culturally sensitive identification process, awareness of the barriers to the admission of minority groups, gender considerations, and an inclusive environment structure were essential factors favoring the establishment and success of the program. Other important national educational opportunity mentioned was fellowship and scholarship to fund students at university, leadership development, and job placement, through tutoring and mentoring interventions, and academic courses at the graduate level to enhance teacher training and empowerment.

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.

- Pamela Clinkenbeard (USA)
- Catherine Cook (USA)
- Minh Kim (Vietnam)
- Ermelinda Maulucci (Italy)
- Brett Monnard (USA)
- Jakob Nielsen (USA)
- Susan Nikakis (Australia)
- Bruce Riegel (USA)
- Yukiko Sakai (Japan)
- Iuliia Shevchenko (Russia)

WORLD-GIFTED.ORG/GIVE



As we enter the third year of the pandemic, the Kingdom of Bahrain has witnessed an increase in quality and quantity of services provided for gifted and talented education. The Bahraini Ministry of Education executed several programs and activities mainly through the Bahraini Gifted Student Center, the directorate of Special Education, and the directorate of Student Services. School specialists in gifted education across elementary and middle schools have continued to deliver virtual enrichment lessons to gifted students on problem-solving skills, developing gifted students' self-values, and developing scientific research skills. More than 850 lessons were delivered. Furthermore, the directorate of Student Services executed 30 activities including national competitions and training workshops, which served approximately 36,000 gifted students across the kingdom. A handful of activities aimed at nurturing gifted and talented students in areas of scenography such as performing, theoretical make-up, pantomime, and decor attracted a lot of students' attention. Virtual training workshops in developing linguistic talents and several national competitions in understanding the Holy Quran, Child Art exhibition, Art and Space, and short stories were organized and performed. The Bahraini Gifted Student Center also provided opportunities to develop gifted and talented education. Afternoon workshops were one of the most successful activities where experts and specialists in various areas of STEM (science, technology, engineering, and math) delivered motivating workshops. Interestingly, while these experts were mainly volunteer lecturers from the University of Bahrain, some younger experts who were gifted students at elementary or secondary schools also executed stimulating workshops. One of the reasons the afternoon workshops attracted so much attention was the fact that students' opinions and voices were highly appreciated and valued during the events.

Moreover, I would take the view that what distinguished this year's efforts in developing gifted and talented education was the joint efforts of various organizations and even ministries inside and outside the kingdom. On the national level, for example, we witnessed the performance of Bahrain's expo by the Ministry of Youth and Sport, where gifted students from different schools with more than 60 projects completed in areas of innovation and artificial intelligence. The joint effort of the Bahraini Ministry of Education and National Space Science Agency (NSSA) resulted in a joint art exhibition and the national competition for spacecraft and suit design in which 148 students participated. At the regional level, the Bahraini Gifted Student Center participated in the 2021 Nena GLOBE regional virtual meeting in Near East and North Africa, where gifted elementary and secondary students presented their scientific research and attended international training workshops. The Ministry of Education and Bahraini Gifted Student Center also participated in the future science challenge (FSC), which was organized by Hamdan Bin Rashid Al Maktoum for Giftedness and Innovation in the United Arab Emirates, where Bahrain obtained first place. Other international achievements included participating in Shaikha Fadia Al-Sabah award in scientific research, participating in international Globe Science Symposium, and achieving the first award in the Shaikha Lulwa Bint Mohameed Al-Khalifa prize for short stories for children 10-12 and 13-16.

The Bahraini Ministry of Education has encouraged school initiatives in developing gifted education. As a result, several creative programs were carried out across schools. These programs featured a great emphasis on empowerment and self-education in developing students' giftedness and talents by providing training opportunities while raising their autonomy to perform virtual workshops with their counterparts all over the kingdom. Such support enabled some of these students to start their own small businesses by offering their creative products and talent development services on social media. Other innovative initiatives included a team of gifted students producing digital books in seven languages. A blind gifted student translated a book into braille, while another team of gifted students produced short digital movies summarizing their lessons to benefit their counterparts. Indeed, all these achievements were largely due to Bahrain's attempts in digital empowerment of all students, specifically gifted students. Obtaining first place in the Microsoft International Competition of Hour of Code and gifted students achieving Microsoft Office Specialist (MOS) certificates are only some of the examples in this regard. Considering the Kingdom of Bahrain's efforts in nurturing gifted and talented students, I would like to argue that fulfilling Bahrain's 2030 vision of innovation and prosperity is, certainly, not far from reality.

Submitted by Um Albaneen Y. Jamali (29jamali@gmail.com)



The situation in Canada is comparable to many countries due to COVID-19, its variants, and restrictions. The pandemic situation along with the challenge of online learning have contributed to gaps in students' knowledge and skills along with a decline, since March 2020, of available resources (time and people). In 2021/2022, gifted schools in Canada will focus on academic recovery and more importantly on the impact of the pandemic on students' social and emotional needs.

As a field and across all of the ten Canadian provinces and three territories, lack of funding became more of an issue than before the pandemic. Many research projects were put to a halt or canceled altogether either due to lack of funding or the inability to complete the research online.

The province of Quebec seems to be an exception to this rule since a ministerial document and a 9.6 millions/year ministerial budget was released in June 2020 and is available until June 2024 to better support gifted students in public schools. Several research projects or online training courses open to the public are also being developed in several universities (Anne Brault Labbé at Université de Sherbrooke, Émilie Rouaud at Université de Montréal, Isabelle Plante, Claudia Verret, Frédérick Tremblay and Natacha Bérubé-Deschênes at Université du Québec à Montréal, Line Massé, Claire Baudry, and Isabelle Martineau-Crête at Université du Québec à Trois-Rivières, Sylvie Régner at Université de Laval).

Despite the COVID-19 situation, we feel lucky that our gifted community is passionate about the value of gifted education. We persist in our mission and try to stay creative by initiating interdisciplinary collaborations among the research, education, and medical communities as is the case at the Marguerite-Bourgeoys school board in Montreal (Quebec), whether through their interdisciplinary action committee for twice-exceptional learners, their leadership in the organization of a symposium about giftedness which takes place every 2 years (Dec 2019, Dec 2021), or their collaboration in the massive open online course (MOOC) available free of charge (in French), created by Line Massé and her team from Université du Québec à Trois-Rivières.

The province of Alberta has many initiatives that are waiting for COVID to subside and for restrictions to be eased. Here are some of the research initiatives:

- Project title: Gifted students' experience of COVID-19: Impact on wellness and future programming. Dr. Laurie Alisat, Westmount Charter School, and Dr. Sylvie Roy, Werklund School of Education, University of Calgary. Due to COVID-19 interruptions, this project was deferred to the 2021/2022 school year. This project will involve students and staff as co-researchers.
- Tentative action research title: Measuring the effectiveness of Westmount's Inside Out approach in supporting K-4 students through COVID-19. The project is currently in the exploration stage.
- Westmount Charter School (a K-12 school in Calgary, Alberta) continues its participation in the Partner Research Schools initiative with the Werklund School of Education at the University of Calgary.

There is a clear desire to continue popularizing the theme of giftedness for the general public. This has been particularly the case in Quebec in recent years. This year again, there are several initiatives in associations (Haut Potentiel Québec, Association Québécoise pour la Douance), research centers, universities, and certain private clinics to offer webinars, and training, or interventions in classes for future teachers at many universities. Several science outreach projects online or in podcasts are also available in French.

In the education communities, we note some attempts of collaboration at several levels: in the form of meetings between the 71 gifted educational advisers of the school boards of Quebec (3 to 4 times a year) or by the creation by Marjorie Gil of a committee between several school boards to create online resources for gifted students (École en Réseau). All of the above initiatives highlight Canada's passion for supporting the gifted community and we look forward to better times where gifted students can focus on their gifts and develop to their full potential.

We take advantage of this report to make an appeal to everyone, leaders or not, of the different provinces and territories of Canada who are well connected to the field of giftedness. Do you have a good idea of what is happening for giftedness in your province or territory? Write to us and let us know! We would like our next report to be a more inclusive overview of all that is happening across Canada. Thank you in advance for your help and support!

Submitted by Émilie Rouaud (emilie.rouaud@gmail.com) and Hoda Kilani (hodakilani@shaw.ca)

CZECH REPUBLIC



The STaN, and also some other groups of people who are interested in gifted education, have done a lot of work in our country. Although there is still no system of educating gifted children in our country, some visible results of the work of various 'islands of positive deviation' can be seen. We had hoped for a better future.

Unfortunately, care for the gifted is not improving in the Czech Republic. On the contrary, it has deteriorated or even disappeared. Not only does the Ministry of Education not have a department to take care of the gifted, but at present, no official at the Ministry of Education, Youth & Sports is responsible for the education agenda of the gifted. Those who need to arrange the education of gifted pupils with the Ministry of Education, Youth and Sports have no one to turn to and are referred from one office to another.

The NPI (National Pedagogical Institute) has changed its leadership. The new director of the NPI abolished the so-called “Talent Center,” which organized extracurricular activities, especially for those interested in science and technology, and also organized a network of coordinators for the care of gifted students in various regions. Instead, a person with no education or experience in the field of gifted education was entrusted with gifted education. This change in personnel occurred during the reign of the previous government. We hoped that the situation would improve after the elections. However, the previous minister has advised the successor of his views and the new one has continued in his footsteps. They were not altogether ineffective but the gifted are not a focus.

Education in the Czech Republic is governed by the Strategy 2030, which does not include supporting the gifted except for their involvement in projects in which there must be work with gifted children within the entire intellectual spectrum. Gifted people may not be singled out into gifted groups within a heterogeneous class either. There is an effort to reduce educational options, such as differentiated classes and multi-year grammar schools. The video for the Annual Report of the Czech School Inspectorate (CSI) from 22 February 2022 stated that in successful education systems, schools adapt to children and there are no barriers to entry (e.g., selection, entrance exams). The report asks why we create schools focused on languages, humanities, or science subjects and thus try to create homogeneity of classes or schools. It is felt that this brings better educational results. It also claimed that when we look at other education systems, we are the only ones who think so.

Unfortunately, the source from which the authors of this report drew this dis/information is not given. However, this statement serves as an argument for reducing or even eliminating educational options that meet the needs of the gifted. The CSI also compared successful and unsuccessful schools and their characteristics. Among the most successful are high-quality school management and teaching staff; friendly atmosphere; cooperation of all (i.e., school management, teachers, pupils, and parents); teacher satisfaction; identification of educational problems at an early stage of development; and supporting students' self-confidence.

In such schools, gifted pupils have a better chance of getting care for their educational, emotional, and social needs. Our experience (e.g., STaN and Centrum Filip) has shown that it is not a conducive environment if the teachers are not sufficiently familiar with the issues of the gifted or if they do not have the opportunity to provide the necessary care for the gifted. In addition, barely half of the schools have these qualities. In the other half, the situation is even worse. If we want to get the education system, especially MSMT, to renew interest in the gifted, we must go back to the beginning. That is, to explain and persuade the importance of caring for this again neglected group of pupils and students. Fortunately, we also have positive examples of good practice. One of them is the UPOL Faculty of Science and its programs and the Fortress of Knowledge, with which it cooperates. (See <https://www.prf.upol.cz/en/> and <https://www.prf.upol.cz/en/departments-and-facilities/popularization-centre/>)

It is also necessary to develop the whole personality of students. Attention is currently paid to their mental health and wellbeing. The book “Bata Inspiration - how to be stronger and happier according to the life principles of Tomas Bata” is very useful. The author of this book is Gabriela Končítiková and it is published by the Tomas Bata Foundation. The book will be published in English soon.

Submitted by Eva Vondráková (vondrakova@gmail.com)



Although the words talent and charisma have ancient Greek roots, the education system in modern Greece still must move faster to accommodate the needs of gifted and talented students and reap the benefits of such support. At the same time, teachers need to be trained to be able to help their advanced students. However, all is not lost! Even if the 15 years of service of the “Hellenic Society for the Educational provision for the Creative/Gifted/Talented Children and Adolescents” (Δη. Χα. Τα. Π.Ε.) are coming to an end, there is still valuable expertise in gifted education from university departments and non-profit organizations. In short, the National Kapodistrian University of Athens, Department of Psychology, is setting up a new Laboratory for the Development of Creativity (Member of the European Talent Support Network) and the non-profit Hellenic Psychological Society (ΕΛΨΕ) is creating a new Division of Psychology of Creativity and Arts. The non-profit Center for Talented Youth at Anatolia College (CTY Greece), which is a European Talent Center, supports gifted and talented students through extracurricular academic programs and offers teacher training workshops. In addition, organizations like the Hellenic MENSA and Charismatheia work on issues of identification and support of the gifted in our country. If the efforts to provide help and support to the gifted and talented students increase and involve large-scale provisions by the state, then the future in Greece will be a bright one for all!

Submitted by Sofia Theodoridou (stheo@eled.duth.gr)

The Hong Kong Academy for Gifted Education (HKAGE) is a government sub-vented organization that provides research-based information and out-of-school support to gifted students aged 10-18 (through our programmes), teachers (through our training opportunities), and parents of gifted children (through our programmes and enquiry hotline) across Hong Kong. We work closely with all schools and universities as well as professionals in Hong Kong, and experts from around the world, to provide learning opportunities for each of the above stakeholder groups.

In the past years, HKAGE has been providing a whole array of enrichment programmes for our student members. These enrichment programmes have covered diverse domains in STEM, languages, business, and leadership training, taking the form of lectures, seminars, workshops, laboratory-based learning, and field study. Students with outstanding performance in these enrichment programmes were identified and arrangements were made for them to engage in further learning opportunities. Personalized learning in the form of guided research projects or mentorship was provided. We also provided intensive training for students to prepare them for some prestigious international competitions such as the International Mathematical Olympiad, International Physics Olympiad, International Biology Olympiad, International Junior Science Olympiad, and International Olympiad of Metropolises.

Apart from the provision of learning opportunities for students, we are also keen to promote gifted education in local and international communities. We partnered with some like-minded local schools to set up Gifted Education Satellite Centres to promote gifted education to parents and teachers of gifted students, rallying their support and engagement for more quality learning opportunities for more gifted students, with the ultimate goal of realising the advocacy of “gifted education for all.” Members of our Academy also took part in different international conferences for professional exchanges and dissemination of our practices to overseas professionals.

Having been up and running for more than a decade, the senior management of HKAGE sees the need to keep abreast of the changes in the educational landscape. Conceptualising the experience from a pilot programme launched two years ago, HKAGE will embark on a holistic talent development initiative to further nurture our student members. We shall put equal emphasis on the development of their knowledge, cognitive skills (e.g., problem-solving), and non-cognitive skills (e.g., ability to face adversities). A brand-new image and content of advanced learning programmes will be released alongside our curriculum reform. Not only do we provide STEM-related programmes such as Big Data, AI, Robotics, Quantum Computing, Coding, Fintech, Blockchain, and Crypto, but also a wide range of humanities programmes such as creative writing, philosophy, literature appreciation, and creation. We also aim to equip our gifted students with the essential knowledge and skills in leadership through various forms of interactive activities. More new partners are now on board and a new journey starts. In this regard, HKAGE has undergone organisational restructuring where two new Divisions, namely the Talent Development Division (TDD) and the School and Student Services Division (SSSD), are set up to facilitate the curriculum reform.

The teams in these new divisions are structured to communicate frequently and collaborate closely in order that a through-train development programme could be rendered to our students. While the newly admitted student members are exposed to diverse general exploratory enrichment, our programme officers will identify from this pool of students some outstanding and committed members for further advanced learning. The Specialization and Innovation team will pick out the best for our signature mentorship programme, the Hong Kong Gifted Apprentice Programme (HKGAP). Mentors who are established professionals achieving eminence in their area of expertise have been recruited to lead students to go deep and become experts in an area. The mentorship programme may start at the time when students show commitment in a field and have already acquired a good level of competency far beyond his/her peers.

It is believed that this new talent development approach will help unearth the potential of our students, facilitating them to realise their dreams and live fulfilling lives. More importantly, our affective education programmes, being an integral part of the learning for all students in the HKAGE, will enhance our student members to cherish a sense of gratitude to all those who have made a share in nurturing them. In return, they will contribute to society with their talents.

Submitted by Ricci Fong (riccifong@eduhk.hk)

INDIA



The current Indian education policy, NEP-2020, is committed to discovering, nurturing, fostering, and developing innate talents of varying interests, dispositions, and capacities among students who show strong potential in a given area. The policy recommends that these students must be encouraged to pursue that area beyond the school curriculum by providing them with enrichment material, organizing project-based clubs and centres, and conducting national-level residential summer programs. These students must be identified using a rigorous merit-based and equitable selection process to attract the very best students from across the country including from socio-economically disadvantaged groups (NEP-2020, p19, 4.43-4.46). The policy that was announced in August 2020 was a historic step for gifted education in India as it was the first time gifted students received recognition in the educational landscape of the country. Before formally bringing it under the scope of education policy, extensive exploratory research was conducted from 2010-19, supported by the Office of Principal Scientific Advisor to the Government of India to develop indigenous processes to identify and nurture gifted students, particularly in science and mathematics. Multiple project locations were identified including Bangalore, Delhi, rural parts of southern India, Guwahati, Vadodara, and others. Care was given to include students from disadvantaged areas. The outcomes of the project concluded at a roundtable meeting organised by Cluster Innovation Centre, University of Delhi where experts and project investigators suggested provisions to develop and strengthen gifted education program.

Since then serious deliberations have been started to identify and nurture gifted students in academic and non-academic domains of human abilities. The Pradhan Mantri Innovative learning Programme- DHRUV has been introduced to identify and encourage talented students to help them realize their full potential. The first round of DHURV was successfully conducted in October 2019.

At the national level, National Talent Search Exam is conducted every year for grade X students by National Council of Educational Research and Training, an autonomous organization under the Ministry of Education to identify academically talented students. India is an active participant in International Olympiad Programme. The Homi Bhabha Centre for Science Education is the primary centre of the country that prepares and promotes excellence in science and mathematics among pre-university students. The Department of Science and Technology under the Government of India runs Kishore Vaigyanik Protsahan Yojana (KVPY), a national programme to provide mentorship and scholarship support to exceptionally motivated students to pursue study in basic sciences. There are 649 schools, (Navodaya Vidyalaya) governed by the Ministry of Education with an aim to provide quality education to talented children from rural areas.

Many states have special programs to attract and nurture talented students. The Government in NCT of Delhi has established twenty schools of specialized excellence in the 2021 – 22 academic year for grade 9-12 students. These schools aim to cater to the needs of students who demonstrate high interest and aptitude in specific domains. The government aims to increase the number of such schools to 100 in the next two years.

The Maths Circle India is another initiative to identify mathematically inclined students at an early age and to sharpen their mathematical skills under the guidance of professional mathematicians. Institutes like the Cluster Innovation Centre at the University of Delhi, the National Institute of Advanced Studies in Bangalore, Agastya International Foundation in Bangalore, Jnana Prabodhini in Pune, and Jagdis Bose Science Talent Search in Kolkata are continuing to run programs for talented students through each institute and caters to different demographics of students. Many school organizations have also taken initiatives to conduct training programs for teachers helping them identify learning needs of gifted students.

Submitted by Jyoti Sharma (jyotisharmacic@gmail.com)

ITALY



Italy shows promise as a country with a growing interest in gifted education through ministerial decree, teacher training, and research studies. Although we lack national laws to protect gifted children, last year a new Ministerial Decree (MD) n. 5 (2021) appeared in Italy. This decree permits one year of grade-level acceleration for gifted children upon parental request with the agreement of all teachers concerned and certified social-emotional readiness of the children by an expert.

In summer and fall of 2021, more than 30 Italian P-12 teachers received online grant-based lectures on systemic racism and training with the Renzulli Learning System. As an international collaboration, Dr. Joyce Miller (East Texas State University-Commerce), Dr. Connie Phelps (Emporia State University-Kansas), Dr. Martina Brazzolotto (TalentInclusivi),

and Toni Kubousek (Renzulli Learning System) offered 30 hours of teacher training and 20 hours of student training. Thanks to Emporia State University for grant funding of these institutes!

With the publication of the *Global Principles for Professional Learning in Gifted Education* (WCGTC, 2021), Brazzolotto and Phelps (2021) analyzed integration of global principles with inclusive practices through case study research in Italian primary schools. As more Italian parents of gifted children choose to homeschool their children, Dr. Maria Teresa Cairo (Catholic University of Sacred Heart, Milan) and Martina Brazzolotto initiated collaborative research with Step-Net, an Italian association of parents, to examine parental preferences regarding homeschooling and public education. An experimental study sponsored by the Italian schools network “TalentInclusivi” analyzed the Italian Renzulli and GATES-2 Scales to identify talent and create Personalized Educational Plans (PEP) based on evidence-based practices in Italy. A collaboration between the Talent Point Association (Silvia Pinzauti & Vania Bovino) and the University of Florence (Psychology Department) evaluated the correlation of giftedness in clinical settings with the GATES 2 scales and Neihart and Betts (2010) Profiles.

Bill number 1607 was introduced to the Parliament. The purpose of this was to provide early identification of gifted students, introduction of gifted education with provisions like skipping years and individualized education plans, teachers’ training, assignment of counselors/specialists of gifted education to all schools, and mandatory classes about giftedness in selected university courses. This bill is currently sitting at the culture commission and is waiting to be discussed for approval. This is very important news for Italy since it represents a specific law about giftedness in Italy. As of today, in Italy, there is still no specific law that protects gifted students. Currently, only a note from the Ministry of Education makes giftedness fall into the provisions for students with special educational needs and provides guidelines for individualized education plans only for gifted students who are showing some difficulties. Bill 1607 aims at protecting not only the educational but also the emotional needs of gifted children. It also includes a collaboration between schools and families to ensure that the needs of these students are met. This is a significant novelty that will hopefully soon help gifted children and teens, their families, and teachers.

There has been an increased interest in the twice-exceptional students, a topic that was little known before. Conferences, webinars, and meetings about this topic are being organized. Psychologists are also training on twice exceptionalities. A book completely dedicated to this topic has been recently published with the title “Alto potenziale cognitivo e doppie eccezionalità” (Giftedness and twice exceptionalities) by Ermelinda Maulucci. This book analyzes the main characteristics of giftedness and the possibility that they could be misdiagnosed with neurodevelopmental disorders and that they could also mask the actual presence of twice-exceptionality. All these initiatives aim at better understanding the twice exceptionalities and having a broader discussion about this topic which has had very little attention up until recently in Italy.

Submitted by Martina Brazzolotto (brazzolotto@didatticatalenti.com) and Ermelinda Maulucci (ermelinda.maulucci@gmail.com)

Reference

Brazzolotto, M., & Phelps, C. (2021). Global principles for professional learning in gifted education and Italian primary teachers. *The International Journal of Talent Development and Creativity*, 9(1&2), 123-142.



In line with the report titled “Towards Constructing Japanese-Style School Education in the New Era (Reiwa),” submitted on January 26, 2021, by the Central Council for Education of the Ministry of Education, Culture, Sports, Science, and Technology (MEXT), MEXT launched an advisory board on teaching and educational support at schools for gifted children in a specific area.

Between August and September 2021, MEXT conducted an online survey on gifted children, including twice-exceptional children. The survey included 808 respondents (54 children/students, 663 parents, 30 teachers, 18 support groups, and 43 others). There were many responses at the compulsory education level, including 703 and 163 at the primary and junior high school levels, respectively. The following are some of their expectations of schools, boards of education, and the state.

“We would like to see an environment where individual abilities are recognised rather than a ‘one size fits all’ approach to education.”

“I would like my child to be taught according to their own learning pace and interests. I would like to see the development

of subject-specific and proficiency-based classes from primary schools. Please do not leave gifted children just because they already know.”

On August 18, 2021, a webinar was held to raise awareness about gifted children. The event was planned and executed by the organizing team comprising gifted parents, gifted children’s support organization staff, educators, event organizers, editors, and authors. Gifted children are not well-acknowledged in Japan because of a lack of definition within the public school system. Given the limited understanding, gifted children often face problems, especially at school. The organizing team focused on communicating information to teachers to help them better understand the traits of gifted children.

The webinar began with special lectures by two experts. Professor Shiori Sumiya of Joetsu University of Education explained the “Characteristics of Gifted Children,” while Professor Manabu Sumida of Ehime University explored the theme “What is an educational environment where gifted children can shine?” This was followed by a conversation with gifted graduate students, dissemination of the results of a fact-finding survey by a group of gifted parents, the world’s gifted education status introducing WCGTC Global Principles, and the outlook for Japanese education.

The event application was available to 500 people. More than 1,200 people watched the archived video. We experienced a growing interest in gifted children and their education in Japan. One of the participants, a teacher of special needs education at primary school, mentioned: “The image of gifted children has changed. I could imagine their difficulties now. I also felt the limits of the current Japanese school system. I think it’s time to change.”

Submitted by Manabu Sumida (sumida.manabu.mm@ehime-u.ac.jp) and Yukiko Sakai (numero1@liaisondetre.jp)



Before the pandemic, Lebanon was trying to launch gifted education practices across Lebanese schools through individual initiatives of local advocates who sought to put Lebanon on the map of countries that respond to the needs of the gifted. However, the pandemic and the outbreak of COVID-19, in addition to the severe economic and financial crises that Lebanon is experiencing, have made the task difficult due to the presence of other priorities such as securing formal education for thousands of Lebanese students who are at risk of dropping out of school.

On the other hand, resorting to distance education is not an alternative option for gifted students due to the lack of electricity and proper internet connection. Despite all the circumstances, there are a number of activities and research that have been initiated to make the wheel of gifted education spin again. Several research and articles have been carried out by Lebanese researchers and practitioners, the most important of which are:

- An accepted manuscript that will be published in the next issue of Roeper Review by Dr. Maya Antoun, Dr. Margaret Plunkett, and Dr. Leonie Kronborg, titled: Gifted Education in Lebanon: Time to Rethink Teaching the Gifted
- Al-Hroub, A. (2021). The utility of psychometric and dynamic assessments for identifying cognitive characteristics of twice-exceptional students exhibiting mathematical giftedness and learning disabilities. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.747872>
- Luor, T., Al-Hroub, A., Lu, H., & Chang, T. (2021). Scientific research trends in gifted individuals with autism spectrum disorder: A bibliographic scattering analysis (1998-2020). *High Ability Studies*. <https://doi.org/10.1080/13598139.2021.1948394>
- Al-Hroub, A. (2020). Use of the Jordanian WISC-III for twice-exceptional identification. *International Journal for Talent Development and Creativity(IJTDC)*, 1&2, 121-144.
- Al-Hroub, A., & Krayem, M. (2020). Overexcitabilities and ADHD in gifted adolescents in Jordan: Empirical evidence. *Roeper Review*, 42(4), 258-270. <https://doi.org/10.1080/02783193.2020.1815264>
- Online Learning Before the Pandemic: A Response to Gifted Learners’ Needs by Nidal Jouni in Manhajiyat
- A number of online webinars were organized to raise awareness and help teachers respond to the needs of gifted students through distance learning.
- The National Association for Science and Research NASR is still organizing annually the national competition of sciences, and it is the most prominent activity on the academic calendar where gifted and talented students from public and private schools participate in the competition. Several winners have been qualified to participate this year in regional and international competitions following their wins in the national competition.
- A regional conference will be organized in Lebanon on educating and nurturing the gifted in May 2022 with the participation of practitioners, researchers, and educators from Lebanon and five surrounding Arab countries

Submitted by Nidal Jouni (nidaljouny@gmail.com) and Maya Antoun (maya.antoun@balamand.edu.lb)

MEXICO



These last months, the education and attention to giftedness in Mexico got several challenges that came from the safe return to in-person classes and the reopening of schools throughout the country after the pandemic. So far, 200 gifted Mexican students from PreK to high school levels have returned to classes, while at least another three hundred remain in online programs and hybrid systems. Mexican students and researchers on giftedness participated as online presenters at the World Conference hosted by the WCGTC last summer. Locally, CEDAT hosted the fourteenth class of local parents of gifted children attending an intensive course for training them in this field, which reached over a thousand parents already trained under this program. Last year, Dr. Andrew Almazan, a Mexican professor working with gifted students and education, was recognized with the 2021 World Gifted Emerging Leader Award, due to outstanding advanced studies in gifted education and impact/advocacy for this population. That achievement got several media and academic attention for the project of making gifted education a permanent field in every major city in Mexico.

This year, to increase scientific, media, and education impact, the Fifth International Conference on Giftedness was organized on June 4-5 in the Mexican capital, where each year more than 1,000 people have attended. This will be the first time, post-pandemic, that this large event regarding giftedness was held. As the only current annual event in Mexico that delves into this field, it makes a unique opportunity for gifted students to present the results of their enrichment programs on sciences and their research. Approximately 150 gifted children have participated each year in the conference by presenting research projects orally and through scientific posters, including a School Enrichment Fair. The conference had the participation of international researchers in the fields of giftedness, intelligence testing, economy, and education such as Dr. Michael Dong, Dr. Kurt Geisinger, Dr. Hector Zagal, and Dr. Eloy Melendez.

A group of researchers from Mexico hosted a special media press conference along with Dr. Julia Roberts, in September 2021. The topic of that session consisted mainly of the results of gifted schooling, the need for proper identification, and the new challenges with this population that were brought by the pandemic. The media conference brought around 50 mass local newspapers and TV programs.

In summer 2022, the second class of 50 gifted students receiving classes at the new premises of a specialized center of the Mexican Alliance for Giftedness CEDAT Mexico City will finish their high school studies. Their average age is 15 years old, three years earlier than the national average entry to college.

This school year is a critical moment of change in the instruction and delivery of gifted programs nationwide, as the Covid-19 pandemic shutdown of schools has required online education. As a result, the CEDAT online program has continued to be fully staffed and operational since March 2020, which has allowed to keep differentiated classes through a distance-based education. This program is slowly changing back into in-person classes as many of its 400 students return to face-to-face schooling.

In May 2022 the Community of Gifted in Mexico hit the landmark of the anniversary of the “12-year celebration of Education for Talented” which seeks to underline the multiple laws and education changes that have been accomplished in this field locally.

Submitted by Andrew Almazán Anaya (almazananaya@gamil.com), Javier Esquivel, and Zayda Accevo Zepeda

NEW ZEALAND



Like many other countries globally, teachers of gifted learners in Aotearoa New Zealand have been working hard to juggle competing priorities and needs alongside the desire for greater understanding, more evident progress, and increased equity for our gifted learners. Educationally, the focus for the second half of 2021 in Aotearoa was predominantly on supporting the unique learning and social and emotional needs of our gifted students in the COVID-19 world. Like elsewhere globally, lockdowns, isolations, and illness had consequences for many students and educators. Large portions of the year were delivered virtually or in altered circumstances, and we saw a significant rise in the number of parents that chose to homeschool their children or look at more permanent online options.

NCEA, our national assessment system, relied prominently on “unexpected event grades” for senior secondary students based in the Auckland and Waikato regions who were significantly impacted by the COVID lockdowns. This meant that

teachers submitted a grade to NZQA (the NZ Qualifications Authority), and students sat their external examinations, receiving the higher of the two grades. This support measure was particularly appreciated by our multi-exceptional students. Other accommodations across the 2021 year included free access to online learning through the [Virtual Learning Network](#) plus a sharing of resources from the Ministry regarding supporting situations involving strong views and big emotions, and counselling support for vulnerable children.

The New Zealand Ministry of Education is now in its third-year implementation of the 2019 [Learning Support Action Plan](#), which sees gifted learners coming under the umbrella of those students who have additional learning needs (this placement within Learning Support is a first historically). This Plan sees gifted education owning one priority and a raft of related supports. 2021 saw the continuation of the New Zealand Ministry of Education's Awards to a selected number of individual gifted students to pursue specific talent/strength development objectives and also of the events and opportunities contracts for various group projects involving gifted students. These operate regionally or nationally, and due to COVID restrictions, some of these opportunities have moved online while others have been extended. A crucial part of the plan included close to 600 Learning Support Coordinators appointed to oversee and coordinate learning for all children with additional learning needs, including gifted learners. This role continues to be refined after its second round of intensive evaluation by an outside agency and at this point in time, few LSCs have extensive gifted education experience or qualifications. Advocacy around the needs of gifted learners continues, as does feedback to the Ministry of Education about the Learning Support Action Plan and the effectiveness of its current implementation.

Our [National Association for Gifted Children President](#), Jo Brunskill, provided a “gifted” voice to the Ministry of Education's Curriculum Voices Group, which is an education stakeholders group that provides feedback on the New Zealand Curriculum Refresh. The Ministry envisages the curriculum refresh will allow for not only the ceiling to be lifted for our gifted learners but also the room widened.

Gifted NEX, the Ministry of Education-funded network for expertise, is the latest iteration of a professional network for educators in NZ. It currently has a membership of 1200 and in October 2021 held a well-attended free online symposium featuring [Associate Professor Melinda Webber](#) on Māori learners, [Professor Welby Ings](#), on intelligence and creativity, and [Professor Tracy Riley](#) on ability grouping gifted learners.

[The New Zealand Centre for Gifted Education](#) continues to serve gifted learners in a range of part-time specialist programmes, with face-to-face, online and hybrid options for learners. As in many parts of the world, COVID-19 has disrupted face-to-face schooling during 2021 and NZCGE programmes moved fully online.

[REACH Education](#) has continued with the 16th year of delivery of its in-depth online 13-module course for teachers of gifted learners, especially those with responsibility for gifted provision in their schools and has again attracted some teachers from outside Aotearoa New Zealand. A shorter intensive 4-module course aimed at the classroom teacher has also been developed and is now available. Additionally, in 2021 REACH finalized the development of their bi-cultural definition of giftedness, in a unique approach weaving together both Māori and Pakeha (European) perspectives. This can be found on their [website](#) under “Key Concepts” and in the [Australasian Journal of Gifted Education](#) (2018).

Massey University [continues to offer its Special Teaching paper with a gifted endorsement option and the Ministry of Education](#) has continued to offer five full scholarships per year for this professional learning opportunity.

Submitted by Madelaine Armstrong Willcocks, Rosemary Cathcart, Deb Walker (Deborah.walker@nzcge.co.nz)



The year 2021 had an impact on gifted education in Slovenia due to the pandemic. For 154 days, classes in primary and secondary schools were conducted remotely under emergency conditions. As a result, many of the activities that schools would otherwise offer during school hours and as part of extracurricular activities to enrich lessons were in some cases adapted, but mostly canceled. A national evaluation study conducted in June 2021 to examine the impact of the pandemic on education found that teachers and school counsellors noted a significant decline in provision for the gifted during the pandemic.

In 2021, a three-year national enrichment project for gifted secondary school students, in which more than 2000 gifted students from secondary schools across the country participated, came to an end. It was noted that the enrichment activities were well received by the gifted, but that more targeted work with the gifted would require more qualified mentors and other staff to systematically support activities and programmes for the gifted. It was also felt that enrichment activities should be more focused on the interests of the gifted and less on the temporary capacities of schools. In addition,

activities and content that are more authentic, involve active learning, and promote higher-order thinking should be more integrated into the regular curriculum. It would be a pity if this project, developed over a period of four years in the Slovenian educational context, would not continue in a refined form, based on the results of the systematic evaluation that monitored the activities carried out during the project.

In 2021, an important change also took place in the organisation of school competitions, which are very diverse in Slovenia and in which many students participate. In cooperation with external experts, the Ministry of Education, Science and Sport of the Republic of Slovenia has developed a new regulation for school competitions in the fields of STEM, humanities, and social sciences for the benefit of gifted students. All competitions held at primary, secondary, and tertiary levels have been divided into two broad categories: (1) interest competitions, in which motivated students participate and which aim to develop students' interests and strengths, and (2) selection competitions, in which gifted students participate and which aim to advance to national and international competitions to deepen certain subject areas and make selections (e.g., for university entrance or scholarships).

Submitted by Mojca Jurišević (mojca.jurisevic@pef.uni-lj.si)

SOUTH AFRICA



Acre 26 was hosted from 8-10 February at Klein Kariba in a time when we desperately need to create new and ground-breaking ideas and find innovative solutions to reshape our mindsets from problem-thinking to opportunity-finding. The applied creativity techniques, methodologies, and breakthrough innovation models, experienced at Acre 26 met those needs. Albert Einstein's words ring more true now than ever before: "I never made one of my discoveries through the process of rational thinking but creative thinking."

The presenters were creativity and innovation specialists from all over the world and included presentations by Frank Prince (USA), Wouter Snyman and Raché Rutherford (SA), Tara Coste (USA) and Heinz Neethling (SA), Jean-Francois Thiriet (France), Karen Hodges and Liesl Schoonwinkel (SA), Cecile Wiltshire (SA), Lee Kitchen (USA), Bert Rossouw (SA), Johan Burger team (SA), Bert Rossouw and Francois Coetzee (SA), The DUDEz: Lee Kitchen, Wayne Childers, Mark Dodsworth (USA), Michael Lee (SA), Cora Robinson (Ireland), Ziska Fields (SA), Francois Coetzee (SA), and Neil France (UK).

Siyanda Resources was a generous sponsor. The creativity community expresses its deep appreciation. For nearly two years now, because of the Covid pandemic, the creativity café has been closed. On October 14, it will be back, though. Gifted education is in its baby steps in South Africa. A session where international well-known figures in gifted education will be invited is on the table. This is needed because the general community needs to buy into this concept.

Submitted by Annari Milne (annarimilne@gmail.com)

SPAIN



At the 17th International ECHA Virtual Conference, Dr. Yolanda Benito, Director of the European Talent Centre in Spain (ETSN), presented the workshop "What is intelligence? What do intelligence tests measure? What happens with intelligence during adolescence and possible interventions guidelines"? The workshop exposed the most significant current theoretical approaches about intelligence: what do the intelligence tests measure and what they do not measure. Secondly, it focused on the recent studies that indicate how the Intelligence Coefficient can change during adolescence: a third of the population stays the same way, a third decreases, and a third increases during this stage. Finally, there was a discussion on the possible reasons behind those changes and about potential intervention guidelines.

At the First International Conference on High Skills and Giftedness, Postgraduate Studies and Professional Master's Degree in Diversity and Inclusion at the Fluminense Federal University, Dr. Juan A. Alonso presented "The attention to students with intellectual gifts." He shared an analysis of the main aspects of the Spanish Educational System and the Council of Europe in relation to diagnostic evaluation, early identification, scientific research, training of different professionals, and the importance of legislation, particularly in our European and Latin American environment. On 15 September, the European Commission President, Ursula von der Leyen, announced that the European Commission would propose designating 2022 as the European Year of Youth. Along with this, the "Huerta del Rey" Center and the

Spanish Center for the Development of the Gifted, has considered it appropriate to incorporate a series of recommendations and activities in the MEPS (Psychopedagogical and Social Enrichment Model). Those recommendations and activities have been incorporated into the program for the benefit of children and young people and their families.

The High Abilities Working Group (GTAC) of the Official College of Psychology of Catalonia (COPC) prepared a new national conference held in May 2022. Additionally, new work commissions have been created within the GTAC, taking advantage of the constant increase in associates that has occurred during 2021, and, at present, there are the following:

- Commission of educational intervention measures.
- Commission for the organization of national conferences.
- Commission on double exceptionalism.
- Test review commission: which ones we use and what do they measure.
- Training commission for teachers, psychologists, pedagogues, parents, etc.
- Commission of creativity, emotions, and resources for students with high intellectual abilities.
- Study commission on precocity and gender in high intellectual abilities.
- Study commission on high intellectual abilities and music therapy.
- Commission for the promotion of high intellectual abilities in social networks.
- High Intellectual Abilities Adult Commission.

We are convinced that this working group and its various committees will lead to better dissemination and knowledge of high intellectual abilities throughout Spanish society, as well as internationally, as the studies and works are published and translated.

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



The pandemic has had a negative effect on both research and teaching giftedness in Sweden. With a great deal of teaching and research being transferred to online, new projects have been postponed and any initiatives outside of regular teaching practices have been put on hold. One such example is acceleration and enrichment groups where the students move between school units. While regular teaching of the school was transferred to online, these extracurricular offerings were not. This raises the question if gifted students along with other students in need of non-standard educational solutions have perhaps experienced the negative effects of the pandemic more than other students.

On the other hand, online teaching and meetings have also enabled people to meet without having to travel. In such a vast country as Sweden, this is of significance. One such example was an open lecture on giftedness by Caroline Sims held at Uppsala University in February. More than 120 people from a wide variety of fields took the opportunity to broaden their views. Both examples indicate a need to further explore in what way online teaching and lectures can be used to broaden awareness and knowledge about giftedness.

In spite of the rather precarious situation, there is also more positive news to report. One such piece is that a significant step forward in developing an awareness of giftedness and gifted education in Sweden has been taken. In the last months of 2021, nine doctoral positions oriented toward research in giftedness were granted. The positions will be shared between three universities: Karlstad, Mälardalen, and Stockholm. This will enable the field to broaden, not only geographically but also in terms of what profile the positions will cover. Thematically, research will cover inclusion, differentiated teaching, psychological well-being of students applied in areas of teacher training, special education, curriculum studies, and pedagogy. There is also hope that the appointment of a number of students simultaneously will strengthen the field further.

Another example of some forward movements is the continuation of the Nordic network NNGE. Currently, representatives of the network work together with the possibility for a joint session in a conference. The intention behind this cooperation is to continue to strengthen the Nordic relationships and the awareness of our research in fields other than just gifted research. In addition, the intention continues to be to learn from each other in a smaller scale than offered at international conferences and how working small and large can complement each other.

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



As part of its commitment to enhancing gifted education and talent development worldwide, the World Giftedness Center (WGC) of Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance (HF) is very pleased to announce the Applied Research Global Award of Gifted Education (ARGAGE) and the School Global Award initiative of Gifted Education (SGAIGE). These two awards recognize contributions to the fields of giftedness, talent development, and related areas. Specifically, they aim to encourage best practices and distinguished efforts in the areas of gifted education and talent development around the world. The amount of 25,000 US Dollars will be granted every year to one laureate of each award. Eligible applicants of the ARGAGE are only those researchers who have a maximum of five years of involvement in research after their PhD as of the application's submission, whereas the SGAIGE is intended for all those involved in gifted and talented education from kindergarten through pre-university levels such as teachers, principals, and counsellors who have made distinguished contributions in promoting gifted education and serving gifted and talented students. More information is available at (<https://wgc.ae/awards>).

The Special Education Department at the College of Education, United Arab Emirates University (UAEU) organized an I-mentoring (internet mentoring) program for gifted high school students in Abu Dhabi starting in December 2020 as a driving force to enhance enrichment programs for high-ability students. Phase 1 included dividing gifted students into interest groups where they explore their areas of interest. Three enrichment clusters comprised this phase, namely, STEM cluster, young researcher cluster, and book club cluster. These clusters were led by faculty members in the department. In Phase 2, students and teachers received extensive training relating to problem-solving skills in collaboration with a team of experts and researchers in the USA. Prior to the end of phase 2, students were asked to write proposals (research/business proposals) that can be implemented in phase 3 to address the problems and issues raised in phase 2 and which were related to reducing plastic waste. Three proposals were able to qualify for phase 3, which started in January 2022. The I-mentoring team contacted faculty members at the Colleges of Science, Information Technology, and Engineering at UAEU. One of the proposals, developed by a gifted male student in grade 11, focused on developing a business plan that aims at developing and launching an application that encourages UAE citizens and residents to act responsibly in relation to global standards of recycling and waste management. Another proposal, led by two gifted female students in grade 11, developed another business plan that offers practical solutions to recycling plastic waste. Another proposal, led by a gifted female student in grade 11, is about conducting research on plastic recycling. Gifted students expressed their engagement and enthusiasm in implementing their proposals. These proposals will be mentored by professors from UAEU in addition to connecting one group to the UAE FabLab at Hamdan bin Rashid Al Maktoum Center for Giftedness and Innovation in Dubai- UAE.

Submitted by Mariam Alghawi (MAIGHawi@ha.ae) and Ahmed Mohamed



Over the past few years, UK-based charity NACE (the National Association for Able Children in Education) has partnered with York St John University on research into perfectionism in more able learners. Last term, this project launched a set of free resources to support schools in developing “perfectionism literacy” through a simple classroom-based intervention. These resources, and the evaluation of the intervention trial, are available at www.nace.co.uk/perfectionism. As well as further developing this project, NACE is developing its “Making space for able learners” research initiative. This year it focuses on effective uses of assessment, and the importance of language-rich learning environments within the context of cognitively challenging learning. To learn more or order a copy of the publication which summarises phase 1 of this project, visit www.nace.co.uk/making-space.

In November, NACE held its annual conference online bringing together school leaders and practitioners from across England, Wales, and beyond to explore approaches to develop cognitively challenging schools. Key takeaways from this event are summarised in this [blog post](#) from CEO Rob Lightfoot. Following this event, NACE is developing a series of modular on-demand courses exploring key aspects of cognitively challenging teaching and learning including oracy and discourse, questioning, independent learning, teaching to the top, and more. For regular monthly updates on NACE initiatives, sign up to the free mailing list at www.nace.co.uk/sign-up.

The Potential Trust has spent time over the past few years forging links with like-minded organisations around the globe.

The past couple of years has seen a reduction in Questor grants given for face-to-face activities to inspire and enthuse education for children and young people from low-income backgrounds. As a result, it changed its funding policy to support children based in the UK who want to take part in online activities around the world. If you are interested in partnering with The Potential Trust on this, please email them at thepotentialtrust@gmail.com.

Online and face-to-face conferences have also taken place on a variety of different subjects related to gifted and talented issues including “What would we do in the gifted world if there were no limit on resources?” They are also planning potential conferences for 2022 on a variety of new topics ranging from the Criminal Justice System and young people with high learning potential and developing young people with gifts in environmental leadership. Finally, The Potential Trust was a proud partner of the G Word’s GTN Awareness Week and ran a week of blogs with guest authors as well as partnering with Our Gifted Kids on a podcast about mental health. For more information and to access the blogs go to The Potential Trust’s website <https://www.thepotentialtrust.org.uk/aboutus/> or follow them on Twitter @PotentialTrust.

Finally, Potential Plus UK’s ongoing partnership work with the special education needs charity, nasen, is building towards the launch of The DME Trust in February, including the publication of a jointly commissioned report on the Current State of Provision in the UK and the launch of a dedicated website with resources for young people, parents, and educators.

Other activities from around the gifted and talented community in the UK include the online courses run by GIFT in areas such as philosophy (<https://www.giftcourses.co.uk>) and research and awareness-raising activities from the Scottish Network for Able Pupils (SNAP <https://www.gla.ac.uk/research/az/ablepupils/>).

Submitted by Denise Yates (denise.yates2@btinternet.com)



National Association for Gifted Children

NAGC22 in Indianapolis, NAGC Encore, and More. Convention planning for NAGC22 is underway! The world’s largest convening of educators and advocates for gifted students will meet in Indianapolis from November 17-20. Other events held in 2022 included the Annual Leadership and Advocacy Conference March 12-13, three virtual workshops, and this summer, the second Symposium on Black and Brown Gifted Students. To learn more about these and other activities, see the [NAGC website](#).

NAGC Establishes the James. J. Gallagher Memorial Fund. NAGC is pleased to announce the creation of the James J. Gallagher Memorial Fund in collaboration with the Gallagher family. Dr. James J. Gallagher’s career was dedicated to expanding educational opportunities across the country for gifted children and children with special needs. He served as president of both NAGC (1993-1995), and the WCGTC (1981-1985). Dr. Gallagher’s four children are donating their inherited portion of the royalties from his seminal textbook Educating Exceptional Children, co-authored by Dr. Mary Ruth Coleman, to create the fund. Their aim was to provide NAGC with seed money to establish a series of interdisciplinary policy colloquia to build support outside of the field of gifted education. More information on the fund’s activities will be announced in the coming months. A press release announcing the fund is available [here](#); NAGC welcomes individuals who would like to [contribute](#) to the James J. Gallagher Memorial Fund.

National Center for Research on Gifted Education (NCRGE).

The NCRGE is the only federally funded research center dedicated to research on gifted education in the United States. It is housed at the University of Connecticut under the directorship of Dr. Del Siegle. The NCRGE consists of a [collaborative team of research methodologists, economists, and gifted education specialists](#) from University of California (UC) Berkeley, UC Santa Cruz, University of Connecticut, University of Iowa, Michigan State, and University of Wisconsin–Whitewater.

Over the next five years, Center researchers are conducting three secondary studies and one randomized control trial to provide researchers, educators, and policymakers with tools to better recognize and harness untapped talent and increase our understanding of the outcomes of gifted services. These four studies are addressing the following questions:

- What are the academic outcomes of gifted education? Do they extend beyond academic achievement?
- What impact do teachers have on gifted students' success?
- Can universal screening for acceleration be effectively implemented? Will universal screening, in combination with teacher training, increase the use of subject and grade acceleration?
- Can identification systems be simplified while expanding participation opportunities for underserved populations? What role does teacher nomination play in identification?

Visit the [Center's website](#) for more information past and current projects, research finding, and resources.

Toy Maker Melissa Bernstein Headlines the Dąbrowski Congress at the University of Denver in Colorado.

Melissa Bernstein of Melissa and Doug Toys will be a keynote speaker at the 15th International Dąbrowski Congress. Melissa, along with her husband Doug, is the co-founder of the toy company, which has created over 5,000 children's products since its inception. Raised by educators, Melissa and Doug started the business in their garage in Westport CT in 1988, and they've been on a mission ever since to provide open-ended, inventive, non-technology playthings for young children. Over the course of Melissa's remarkable career, she has created a daily practice that has enabled her to stay steadfast and balanced in the face of life's ups and downs. She credits her work with Dąbrowski's theory, especially his concept of the "third factor," with helping her find avenues for positive growth. In 2020 Melissa launched LifeLines, an ecosystem filled with content, tools, and products to share her learnings and her practice in order to help as many people as possible. Melissa's presentation is titled From Nihilism to Toy Making: My Pathway to Positive Disintegration. Melissa will discuss her personal journey and the role of creativity and play in the disintegration process toward authenticity and accessing meaning. The Dąbrowski Congress will be hybrid this year! The dates are July 18-19, 2022. To register, see the [Congress website](#).

American Educational Research Association (AERA) Annual Meeting Goes Hybrid in 2022

AERA, the leading US educational research organization, offered virtual attendance options for the Annual Meeting in Spring 2022. The costs are significantly discounted, particularly for students.

Within AERA, the Special Interest Group on Research on Giftedness, Creativity, and Talent featured a robust program of sessions on topics of interest to the field of gifted education. In 2022, there were sessions on Creativity in Gifted Education, Equity in Gifted and Talented Education, and Identification of Gifted and Talented Populations, and Innovations in Methodological Approaches to Creativity Assessments for Gifted Student Identification.

Editors for the World Council's scholarly journal, *Gifted and Talented International* (GTI) were available face-to-face at the Annual Meeting. Consider submitting a manuscript to GTI this year and visit the [website](#).

Supporting Emotional Needs of the Gifted (SENG)

The 2022 SENG Annual Conference will be held July 22-24!

Submitted by Matt Fugate, Shelagh Gallagher, Ann Robinson, and Del Siegle

Join Our International Network

Membership includes:

- Discounted World Conference Registration
- Access to the complete archives of *Gifted and Talented International*, *Roeper Review*, and *Creativity Research Journal*
- Access to the *World Gifted* newsletter archives
- Access to our member forum
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Join now at world-gifted.org/join.





World Council for Gifted and Talented Children

WorldGifted

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.

Learn more about the journal on our website world-gifted.org/gti

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