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# World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

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Australia  
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We are looking forward to welcoming you to our second virtual World Conference that will be held August 5 - 6 and 12 - 13, 2023. We will discuss Excellence Without Borders: Gifted Education in a Changing World.

The World Conference will feature several live keynote presentations, simulative presentations, recorded presentations, interactive discussions, and more! It will also be held in different time zones to ensure access to live sessions. Registration is now open, and the deadline for submitting presentation proposals is March 1.

## 2023 WORLD CONFERENCE

EXCELLENCE WITHOUT BORDERS:  
GIFTED EDUCATION IN  
A CHANGING WORLD

August 5-6 and 12-13

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



The year 2022 has been a very productive year! The WCGTC organized and carried out two webinars. One was about twice-exceptional students and the other discussed the issue of professional learning in gifted education. Both webinars were recorded and are available for our members. For the next months we are planning webinars on topics such as advocacy, culturally responsive education, and creativity. We look forward to your participation.

As you may know, Sheyla Blumen, from Peru, was selected as the new editor-in-chief of the Gifted and Talented International journal. I welcome and wish her success in the position. I take the opportunity to thank Leonie Kronborg, Megan Foley-Nicpon, and their editorial team for the outstanding work they have done. GTI has gained more visibility and excellence!

I am delighted to inform the WCGTC members that translations of the Global Principles for Professional Learning in Gifted Education are now available in 10 languages. You will find them on our website. Applications for principles translation to other languages are still open. I hope you consider submitting an application if the document has not been translated to your native language yet.

As the WCGTC has adopted a new membership and conference discount system for individuals from lower-income economies, we have expanded our frontiers. I would like to welcome the new members and delegates, and thank them for joining the World Council!

Finally, we have been working hard on the organization of the 2023 Virtual World Conference. We are now less than one year away from it. Please, consider submitting a proposal. We will post a call for the WCGTC Award Nominations and Scholarship Applications soon. Stay tuned and visit our conference website at [worldgifted2023.com](http://worldgifted2023.com). I hope you will mark your calendar to be with international colleagues on August 5-6, 12-13, 2023.

As we are approaching the end of this year, I would like to express my gratitude to all who have supported the WCGTC and disseminated its mission worldwide. It has been a real pleasure to work with a dedicated and creative Executive Committee. I have learned a lot from this multicultural team! Also, it would not have been possible to carry out my duties as president without the help and partnership of Tyler Clark. He has been a tireless, talented, and committed Executive Administrator! I would also like to thank Assumpta Okocha, graduate assistant at Western Kentucky University, for helping with editing the country reports for this newsletter. To our dear members, my appreciation for your enthusiasm and collaboration! You have made the difference in our organization. Many thanks to all!

Happy Holidays! I wish you a wonderful year ahead!

*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](http://world-gifted.org/press-release/global-principles)



# ***Gifted and Talented International***

*Leonie Kronborg, Editor in Chief*

Megan Foley-Nicpon and I, as Co-Editors-in-Chief of the Gifted and Talented International journal for WCGTC have just finalised our final December issue for 2022 of GTI. It has been a privilege to be in these roles! We have been able to witness some of the leading research that is taking place in our international field of gifted education, talent development, and creativity. In addition, we are able to see the researchers in the international field who are developing their research skills as they gain informed and valuable feedback on their research from leading researchers who act as reviewers for GTI.

For this issue, we have a diverse range of research from seven international teams of scholars who have focused on different issues or problems influencing the development of gifted and talented students in their countries. This research comes from different educational and psychological contexts including the United States of America, Vietnam, South Korea, Netherlands, Norway, Lebanon, and Turkey. You can read their research on our online GTI website with Taylor and Francis and as members of the WCGTC.

In this final issue as Co-Editors we are pleased to acknowledge the important contributions of our 87 reviewers for GTI since the October issue in 2020 (please refer to our December Editorial for the list of researchers). Many of these reviewers agreed to review more than the standard three manuscripts for us. We are extremely grateful for the expertise and time given by these individuals for this reviewing process that often takes a lot of voluntary time that is beyond their regular roles as researchers and academics.

Since 2015, when we began our online GTI with Taylor and Francis, I have been honored to work with some excellent researchers in our international field to produce some special issues of GTI. With Barbara Kerr (2015), we developed a special issue on “Gender and Giftedness.” In 2019, Barbara Kerr and Alexandra Vuyk produced an important special issue that focused on creativity theory and research within the field of gifted education. Subsequently in 2021, we produced a special issue with Rena Subotnik and Paula Olszewski-Kubilius (2021) on “Research and Practice on Connections Between Talent Development and Big C Creativity or Eminence in Domains.” In addition to these issues, I have had the experience of co-editing regular GTI issues with Barbara Kerr, Franzis Preckel, and most recently, Megan Foley-Nicpon that did not focus on research with a special focus, so that we could enable more researchers’ work on a range of topics to be published. All of these editorial experiences have been rewarding for me as these women are all such excellent scholars!

I am also extremely grateful for the outstanding team of Associate Editors who have contributed to the development of Gifted and Talented International as an important international quality journal. These AEs include: Franzis Preckel, June Maker, Ann Robinson, Barbara Kerr, Nielsen Pereira, Alexandra Vuyk, Kadir Bahar, and Maria Paz-Arizaga Gomez. Furthermore, Claudia Cornejo-Araya has assisted with the development of our journal’s revision process. All of these scholars have demonstrated, informed, professional, and ethical approaches to the research manuscripts, and have been a joy to work with, even when we have had some challenging manuscript moments!

Furthermore, we would like to extend our heartfelt gratitude to Tyler Clark the Executive Administrator of the World Council for Gifted and Talented Children for his various ongoing contributions to the administration of the journal behind the scenes.

On top of all of these people, I would like to sincerely thank all researchers who have submitted their research manuscripts to GTI for review. If your work was not published, then I can only stress – keep persisting and continue to work on developing your research knowledge and skills!

We hope that this rich research in gifted education, talent development, and creativity continues to expand internationally in our universities and academic environments, so that the World Council for Gifted and Talented Children’s journal continues to grow its reputation as a quality international journal. We know that although Megan and I are departing as EICs that it is going to be in the capable hands of the recently appointed EIC,



Professor Sheyla Blumen-Cohen from Pontificia Universidad Catolica del Peru and the associate editors who are remaining. I would like to thank Megan for agreeing to continue her ongoing role as EIC of GTI when her workload had increased and COVID-19 took over our lives.

We need the international research to continue to develop in gifted education, talent development, and creativity, so that the field of gifted education can strengthen its evidence-based knowledge and understanding, especially in these times when the right to appropriate and relevant education for gifted students is being challenged in many of our educational contexts. Professionals in the field will continue to improve their teaching and psychological practice as long as we continue our evidence-based research that is required to underpin our many perspectives of gifted education internationally! Thank you to everyone who has contributed to the development of GTI over the past 8 years, and may gifted education and talent development as a field of research continue to develop!

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# LOOKING AHEAD

*Sheyla Blumen, Incoming Editor-in-Chief*

I am honored to become the next Editor-in-Chief of Gifted and Talented International for 2023 – 2028, beginning on January 1, 2023. And I appreciate the support that Leonie Kronborg and Tyler Clark have provided me during this transition period.

I still remember my first World Conference in 1991 at The Hague, as the milestone that shaped my network on international cooperation in gifted education. At first, key colleagues of the WCGTC supported my journey along my Ph.D. studies. And later, they provided me with the tools to advocate for gifted education in my country at the government administration level, resulting in 25 nationwide residential high schools for gifted youths coming from deprived contexts due to poverty conditions.

In my experience, gifted education and talent development may lead to a turning point in social change. And Gifted and Talented International is the scientific tool that contributes to making this happen. I am committed to keeping on with the excellent work that Leonie Kronborg and the GTI team have done over these years. The world as we know is changing, and some valuable team members may not be able to continue due to important responsibilities they need to address. However, Gifted and Talented International needs to keep on with the high standard of publishing, and we all need to make this happen.

**[world-gifted.org/gti](https://world-gifted.org/gti)**

## Resources from Taylor & Francis

- [Writing Your Paper](#)
- [Editing Services](#)
- [STAR: Supporting Authors in Emerging Regions](#)
- [Extracting a Journal Article from Your Thesis](#)





# 17TH ASIA-PACIFIC CONFERENCE ON GIFTEDNESS (APCG): EMBRACING DIVERSITY, BLOOMING TALENTS

*Ching-Chih Kuo*

The 17th Asia-Pacific Conference on Giftedness (APCG) was a biennial conference in the summer. The 2022 APCG took place during July 7-10 and attracted nearly 1000 guests, scholars, teachers, and students around the world to participate. APCG provided opportunities to contribute to the global conversation about gifted and talented education. This year, the conference featured the theme “Embracing Diversity, Blooming Talents.” Every two years the conference is held at a different location and brings together hundreds of members and attendees and numerous presentations covering latest trends in the education of gifted and talented children. It has been 16 years since Taiwan last hosted the 9th APCG conference in 2006; we were delighted and honored to organize the APCG again.



While the COVID-19 pandemic spread all over the world, we faced more challenges during the preparation of the conference. The 17th APCG was a hybrid conference with virtual and physical attendees at the National Taiwan Normal University (NTNU) in Taipei, Taiwan, and on the Cisco Webex platform. Thanks to the Asia-Pacific Federation on Giftedness (APFG), K-12 Education Administration of Ministry of Education (Taiwan), National Taiwan Normal University, and our honorable speakers, as well as paper and poster presentation presenters for their full support to this international conference during this very hard time. With those supports, we completed a successful hybrid conference. Special thanks also goes to Dr. Tyler Clark from The World Council for Gifted and Talented Children for encouraging participants from more countries and regions to join us, and Dr. Julia Roberts from Western Kentucky University for being the chairperson of the keynote speech session of Prof. Del Siegle.

During the 4-day conference, we had 11 keynote speeches, three symposia, one workshop, 100 oral presentations, and 34 poster presentations on the current status on gifted education. Participants from 40 countries and regions joined us, including Armenia, Australia, Austria, Bahrain, Brazil, Canada, China, Croatia, Germany, Hong Kong, Hungary, India, Indonesia, Iran, Ireland, Israel, Japan, Macao, Malaysia, Mexico, the Netherlands, New Zealand, Niger, Norway, the Philippines, Romania, the Russia Federation, Saudi Arabia, Singapore, South Korea, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, Ukraine, the United Arab Emirates, the United Kingdom, and the United States of America.

On the first day, the opening ceremony started with brilliant piano and violin performances by Gavin Chen and Emily Tsai, young talented musicians with twice-exceptionality. Then Political Deputy Minister of Ministry of Education Ching-Hua Tsai, President of National Taiwan Normal University Cheng-Chih Wu, and President of the Asia-Pacific Federation on Giftedness (APFG) Usanee Anuruthwong gave the congratulatory address and opening remarks, wishing a successful, rewarding, and fruitful experience during the conference.

The 17th APCG was honored to have outstanding and professional speakers to join us and share different ideas focusing on the current educational field for the gifted and talented. Live stream recordings of keynote speeches by Prof. Del Siegle, Dr. Lisa Sigafoos, Prof. Robert Sternberg, Prof. Jonathan Plucker, Asst. Prof. Apichart Pholprasert, Prof. Margaret Sutherland, Prof. Joseph Renzulli, Prof. Uğur Sak, Prof. Albert Ziegler, Prof. Wing-Huen Ip, symposia sessions by Dr. Usanee Anuruthwong, Prof. Jan Burns, Prof. Ching-Chih Kuo, Dr. Pei-Ying Lin, Dr. Mantak Yuen, Dr. Jae Yup Jared Jung, and workshop session by Dr. Tobias Schüttler are able to be found on the APCG’s Channel at <https://reurl.cc/eOYe1Q>.

The theme “Embracing Diversity, Blooming Talents” is a critical issue in which we are making great efforts. The research results fully demonstrated the value for creating a high-quality learning environment and inspired students’ talents. It was so happy to be able to have old and new friends gathered together to share the results of our research. We hope to see everyone soon at the 2024 APCG conference being held 17-20 August in Japan.



# 18th ECHA Conference: The Hague, The Netherlands

*Szilvia Fodor*



The 18th International Conference of the European Council for High Ability (ECHA) was held in the Hague, the Netherlands, between 31 August and 3 September, 2022. Its theme was “Empowering every talent together. Creative ways to enable personal growth,” which – together with the beautiful, colourful butterfly-shaped logo – drew our attention to the personal strengths and individual developmental pathways of the gifted. Within this 21st-century topic the conference put a special emphasis on the stimulating environments of talent development, nurturing creativity, and optimal development, but also put diversity and social responsibility into focus. The conference venue

also helped the nearly 800 participants to identify with the topic: the Hague is the administrative and royal capital of the Netherlands and it hosts the International Court of Justice, while the World Forum conference center is a deservedly famous symbol of internationality and intercultural diversity.

The first keynote speaker of the conference, Dr. Matt Zakreski, psychologist and expert of neurodiversity, created the basic dynamics of the conference with his lively and personal speech, in which he presented the psychological aspects of dealing with failure and opportunities to build resiliency. The second keynote speaker of the day, Ndondo Mutua Mulli (Board Director, Mully Children's Family Operations Director) presented how their institution in Kenya aims to engage every child and youth to thrive and shine, both with the help of talent support and social work. On the second full day of the conference Prof. Alexander Minnaert brought the challenges of twice-exceptional students close to us in his presentation and shared the inclusive aspects of student support with the participants. Later in the day, we listened to Prof. Niamh Stack's captivating presentation about why and how we need to build bridges between different disciplines (e.g., psychology, pedagogy, and neuroscience) to better apply theoretical knowledge in everyday practice. On the third day we listened to the lecture of Dr. Susan Baum who has spent over four decades studying twice exceptional youngsters and what happens when advanced abilities collide with disabilities. During her session she shared lots of personal stories and suggested five key ways to meet these students' needs.

In addition to the keynote presentations, participants also contributed to the diversity of the conference by sharing their own practical and research experiences. In addition to the classic paper, poster presentations and symposia, the organizers also introduced two less frequently used genres in the conference. One was the dynamic flash presentation, which is a presentation by young researchers of 10 minutes followed by 20-minute discussions, which was a perfect way to initiate a deeper professional discourse about a new topic. The other innovative type of presentation was the so-called inspirational talk, which is a TED-like talk with the intention to inspire the audience (e.g., by storytelling and/or sharing future perspectives). These new types of presentations made the course of the conference lively and varied, and also promoted the introduction, elaboration, and understanding of new topics within giftedness.

In addition to the main conference, there were parallel events that partially overlapped with the conference including a pre-conference with several interesting workshops related to strengths, stress-management, or spiritual giftedness; a parents' meeting dedicated to parenting topics; a special Dutch program for participants from the Netherlands; and the Youth Platform of the ETSN (European Talent Support Network) also had an event, during which talented young people could deal with educational, psychological, or self-knowledge topics that interested them.

There was no shortage of social activities either. In addition to the welcome reception in Madurodam and the conference dinner held at the beautiful seaside location, we had the opportunity to take part in a boat tour among the canals around The Hague, and several of us admired the museum and galleries of the city, including Vermeer's famous painting of the Girl with a pearl earring. I am sure that the experiences gathered here contribute not only to professional development, but also to the expansion of the social network within the ECHA community.



# ALGERIA



In September, Tawanza Scientific School in Ghardaia adopted an integrated and sequential educational system from South Korea. The purpose of the program is to teach educational robots and artificial intelligence at all academic levels in the school, starting from the introductory level to the baccalaureate level, in partnership with the NEWGATEROBO Foundation for teaching programming and robotics in Algiers.

This partnership comes within the framework of the state's keeping pace with the development in the field of technology, artificial intelligence, and digital transformation in all sectors, and based on the vision of Tawanza Scientific School and its forward-looking vision and strategic objectives contained in the state plan 2018/2023 in the field of innovation and excellence in education.

It is also worth noting that Townza Scientific School has adopted the STEM methodology and strategy in education since 2014, focusing on programming and educational robotics as an extra-curricular activity in the form of training courses and digital spaces during school holidays. In addition, some participated in student scientific competitions and exhibitions in Algeria and other countries, such as Egypt, the Sultanate of Oman, and South Korea.

Participation in the annual ceremony held on 9/13/2022 to honor talented students under the patronage of the Mayor of El-Kharroub Municipality and the Foundation to encourage students of knowledge and knowledge in Constantine. The Student from Algeria, Khawla Mazari, is a first-year master's student at the Institute of Aviation and Space Studies at the University of Saad Dahleb Blida / Algeria. Mazari obtained an advanced position and an award in the Euro-American Competition for Aeronautics and Space Studies (USAIR) 2017, organized in Paris, France, in late 2022. Many students are from the USA, besides participation of students from different European countries.

Many Algerian researchers participated in the Arab Council for the Gifted and Talented (ACGT) conference, the 14th International Scientific Conference for the Care of the Gifted and Talented. Under the slogan "Towards a Global Vision for Sponsoring Giftedness and Creativity," which was held at the Arab League headquarters in Cairo during 1-3 July 2021.

The participation of many Algerians in the Arab Council for the Gifted and Talented (ACGT), the fifteenth international scientific conference for the Care of the gifted and talented under the slogan "Preparing and Qualifying Gifted and Talented Teachers: Visions and Approaches," which was held 20-23 July 2022 in Cairo.

The Minister of Higher Education and Scientific Research "Kamai Badari" (September 2022), urged to study the amendment of the regulatory texts in the scientific research sector; To allow faculty members to become innovators of projects and to the need to introduce disciplines related to "professions of the future" including artificial intelligence and robotics. National committees have been established to supervise sensitive files in higher education and scientific research and encourage students with innovative projects while providing spaces for them to work in good conditions. Furthermore, the minister stressed the need to generalize "the experience of a start-up diploma, a university degree with a patent, and a student with five stars." This mechanism provides the student who obtained excellent work during their training course and completed a research project by providing a license to establish their own company. The student can market their product or allow them to register their work with others specialized in the registration and protection of intellectual property.

Submitted by Naïma Benyakoub (psy.univb2dz@gmail.com)

# ARGENTINA



Argentina has had significant growth in recent years concerning gifted education. That is not to say there are no obstacles presented by the lack of legal tools that support the identification processes and the corresponding responses that focus on developing talent and high abilities; in this sense, there is still a long way to go. However, despite the difficulties, significant developments in various parts of the country have opened the door to a hopeful future.

In the province of Córdoba, there is the Neuropsychology Service, children's area, in the Faculty of Psychology of the National University of Córdoba. It is the only public and free community service focusing on the early detection of high abilities and possible behavioral and learning difficulties.



In addition to having an identification area, this service has other areas such as support spaces for families, space for emotional intelligence and creativity workshops for boys and girls, a research area endorsed by national organizations and belonging to a research international group (Uruguay, Brazil, Chile, Peru, and Argentina). In addition, the service has a training area through which courses are given to the public in general and postgraduate courses for health and education professionals. You can find more information about de Service at the current link <https://snpinfantil.wixsite.com/snpinfantil/informacion-1>

In 2020, despite the restrictions imposed by the covid 19 pandemic, the service delivered, online, an international professional refresher course taught by leading professionals from different countries such as Uruguay, Brazil, Mexico, Spain, Chile, and Argentina.

The Argentine High Abilities Association has developed training programs for teachers and professionals that are carried out in collaboration with members of this service team, reaching multiple people throughout the country who can receive specialized training online.

In 2022, the Ministry of Education of the Province of Tucumán created a technical team specialized in high abilities formed with the protocol of the Neuropsychology Service, children's area. This begins an expansion at a national level of different public organizations formed under the principle of a comprehensive identification process with free accessibility and adequate responses for all citizens of this country.

Also, in 2022, the first Argentine High Abilities Congress was held, organized by the Argentine High Abilities Association. An achievement in our country that had excellent references in the field of high abilities at a national, regional, and international level, with Prof. Joseph Rezulli from the University of Connecticut giving the inaugural conference.

These advances favor the expansion of the theme to different teachers, families, institutions, and professionals who can learn about the latest updates in the field. At the same time, multiplier entities achieve adequate interventions in their workplaces that allow a comprehensive development of people with high abilities.

As a service, we also articulate with the European Talent Support Network (ETSN) as the only point in this region. ETSN allows us to constantly update the field and articulate actions with the network for training, research, and publication events.

Although there have been significant advances in recent years, it is necessary to achieve even more concrete actions concerning gifted education and mental health. Without a doubt, these advancements present a significant challenge for the future that will require more and better national and international articulations, for which we are entirely available.

Submitted by Paula Irueste (paulairueste@gmail.com)



Australian state and territory gifted associations continue to promote the needs of gifted and talented children around Australia through implementing activities for gifted children, their parents, and teachers. While COVID has continued to impact in-person attendance, organisers and associations have been flexible and creative in their efforts. There continue to be several online professional learning and parent information sessions that have been conducted in various states, in addition to online activities for students. More information about the specific activities for gifted students, parents, educators, and researchers provided at the state level in Australia can be found on the AAEGT website Australian Association for the Education of the Gifted and Talented (AAEGT) or in their Newsletter, Australian Gifted Voices.

At the national level, the Australian Association for the Education of the Gifted and Talented (AAEGT), an affiliate organisation of the WCGTC, held a successful virtual conference with the theme of 'Future Focus: A gifted education paradigm shift' (21-22 Oct), with international keynote presenters and sessions from Australian researchers and educators.

The AAEGT continues to promote a National Advocacy Campaign within Australia and supports research and scholarship by publishing the Australasian Journal of Gifted Education. In May 2023, the AAEGT will be again promoting Gifted Awareness Week (May 20-28), with the theme soon to be announced.

## **Gifted Education in Victoria**

In recent years, the Victorian Government has invested heavily in the Student Excellence Program (SEP) to enhance education for high-ability students. The SEP is a collection of initiatives to provide Victorian government schools with the knowledge, skills, and resources needed to support their gifted and talented students. The funding for this program has recently been extended. The program elements include dedicated staffing; the Victorian High-Ability Program, Victorian Challenge and Enrichment Series; and the high-ability toolkit.

In parallel with the SEP, the Victorian Association of Gifted and Talented Children (VAGT) has partnered with the Department of Education and Training to provide Parent Seminars. The association reported the success of these seminars at the recent Asia Pacific Conference on Giftedness. Finally, VAGT celebrated Gifted Awareness Week 2022 by inviting students to submit, in any format, on the topic of 'like-minds.'

## **Report from Queensland**

Many Queensland state schools continue to work to develop equitable gifted education practices despite the loss of a specific gifted and talented education policy from the Queensland Department of Education.

The Queensland Association for Gifted and Talented Children (QAGTC) successfully held its annual state conference (11-12 March 2022) with the theme of 'A Deep Dive into Differentiation,' which explored the practice of differentiating learning opportunities for gifted students.

Griffith University held its annual Gifted and Talented education symposium on Friday, 27 May, to coincide with Gifted Awareness Week 2022, with the theme of 'Diversity and Gifted Education.' World-renown experts presented the sessions in twice-exceptionality, Aboriginal and Torres Strait Islander gifted and talented students and hidden high-ability students in the classroom.

## **Report From New South Wales**

The New South Wales Education Department released its Gifted Education Policy in 2019, mandated in NSW Departmental Schools, that promote engagement, positive well-being, and challenge for every student across every domain. As a result, educators are highly supported with resources and equipped to support students through talent development opportunities, differentiated teaching, and learning practices.

Catholic Education Sydney supports gifted students in all domains by implementing strategic initiatives to explore and respond to unique learner profiles. These include targeted professional learning, leadership support, and ongoing resourcing to support the gifted learner.

Private education in NSW continues to support gifted students, with some schools continuing initiatives around social and emotional needs, targeted professional learning, support of teaching practices, and external programs for gifted students.

## **Report From Tasmania**

The Tasmanian Department of Education developed Gifted Online Courses to support state schools providing for gifted and talented students. Catholic Education Tasmania has recently engaged with the Tasmanian Department's Gifted Online Courses. Working with the Department of Education, students across education sectors can access the self-paced courses supported by specialist teachers. Classes are provided for students from Years 1 – 10 and are cross-curricular and subject-specific.

**One Day School (ODS)** – Gifted students, Years 3-6, from Northern Tasmanian Catholic primary schools learn together every Friday for ODS. ODS is run by experienced gifted education specialists and provides online classes for students state-wide.

Submitted by Lesley Henderson, Michelle Ronksley-Pavia ([m.ronksley-pavia@griffith.edu.au](mailto:m.ronksley-pavia@griffith.edu.au)), Geraldine Townend, Genevieve Thraves (Alternate)



The Kingdom of Bahrain has continued to pursue serving gifted and talented students in 2022. The year featured a focus on talent development in leadership and STEAM, especially Artificial Intelligence (AI). Dr. Majidbin Ali Al Nuaimi, Minister of Education, participated in the Education Summit 2022 at the United Nations. Along with his presence, Bahraini gifted students' efforts regarded sustainable development. They were present at the 10th annual international conference of sustainable development ICSD areas of leadership development. The most significant achievement could be



seen in terms of a Bahraini gifted female student (Rattaj Al-abbasi) being elected in the presence of the Arab Parliament for the Child, which consists of 17 Arab countries worldwide. A Bahraini gifted male student was selected as the chairman of the Committee on the Rights of the Child in the parliament. Indeed, such achievement demonstrated Bahraini efforts in the leadership development of its gifted and talented students.

Furthermore, several programs were executed concerning providing gifted and talented students in STEAM areas. The Gifted Student Center performed several virtual training workshops in a variety of STEAM fields, including environment, space, invention, and conducting scientific research. Gifted students presented at the GLOB Regional Forum 28 Nov to 2 Dec 2021 and the GLOB international conference 25-28 July 2022. Furthermore, Bahrain executed several summer enrichment programs through five significant clubs. Examples of these activities, which were conducted at national levels, included the Renewal Energy National Contest and the National exhibition on Art and Space, where gifted and talented students (KG1-12) used their talents to develop creative solutions in the field.

Moreover, 2022 witnessed the ministry of education's increasing attention regarding technology and artificial intelligence (AI). In collaboration between the Bahrain Ministry of Education and Microsoft corporation, 33 schools were successfully trained and received recognition as technology incubator schools. 3000 Bahraini teachers received certification of Microsoft Innovative Educator Expert (MIEE). The Ministry of Education also launched an updated technology curriculum where students receive training on artificial intelligence (AI) and programming. Examples of AI programs include an hour of coding and scratch. Indeed, such attempts were fruitful in enhancing the talents of Bahraini students in technology and robots. Gifted students outperformed their gulf peers in AI in several regional activities. Bahraini's gifted students achieved the first award in Hamdan bin Rashid Al Maktoum Foundation's "Future Science Challenge" contest for gifted students in the Gulf.

Another example of Bahraini gifted students' achievement in AI was the Gulf Camp for employment of artificial intelligence in education. The Camp was organized by the Gulf Observatory for Artificial Intelligence in Education of the Arab Bureau of Education. The Gulf States cooperated with the ministries of education in the member states. The countries of the Cooperation Council for the Arab States of the Gulf and the Republic of Yemen and 42 high school students from the member states participated in it, 33 of whom could pass the training program requirements. For three weeks, it included lectures, individual and group exercises, projects, and presentations on programming languages (Python and JavaScript), introducing artificial intelligence and its fields, machine learning, natural language processing, deep learning, and robot applications. Future articles shall evaluate the gifted students' success to measure the extent of their performance and their acquisition of the necessary knowledge and skills.

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



While there has been a shift in the label from Gifted to High Ability (perhaps in response to recent research that the gifted label may hinder support for the field), we are happy to report an increase in support across the provinces and territories in Canada.

The Province of Alberta has announced new funding for research and education in its charter schools. Westmount Charter School, a K-12 school that offers the only congregated setting in Alberta for gifted students, will benefit. In the meantime, Westmount Charter School teachers continue their independent and joint research in the Partner Research Schools initiative with the Werklund School of Education at the University of Calgary.

The Werklund School of Education at the University of Calgary is looking to hire a Research Chair in High Abilities Studies to ensure continued research and progress. If you are qualified, interested, and looking to move, check it out on LinkedIn.

Catholic Schools in Saskatoon, Saskatchewan, have recently started providing "extended learning opportunities to ensure gifted students receive opportunities for enriched learning.

The Canadian French-Speaking Gifted community is also moving full speed ahead with new research, projects, and education opportunities, including:

- UQTR: Twice Exceptional project and tools at Université du Québec à Trois Rivières
- New courses at the Université de Sherbrooke, such as UdeM - PPA 6434 and UdeS - MAS829
- New GT program at École Secondaire Félix Leclerc, CSSMB
- New GT program at Collège de Champigny

We are very optimistic about the future of the Gifted and High Abilities field in Canada and excited by the post-COVID positive news in the area.

We would like to take advantage of this report and reach out 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 area or region? Write to us and let us know! We would like our following report to share your news and be a more inclusive overview of all that is happening in Canada. Thank you in advance for your help and support!

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

# CZECH REPUBLIC



The minister has changed in the Ministry of Education; unfortunately, there is still no one to turn to when it comes to gifted education. Fortunately, there are "islands of positive deviance," (i.e., organizations or individuals who understand the need to care for the gifted and try to help them).

PII (Prague Innovation Institute) is very active and deals with creativity and gifted education. PII is focused on developing potential and wants to improve the quality of education, including gifted education.

The PII is prepared a conference on working with the gifted in Prague schools. It took place 1.-2.12.2022 in Prague. The main lectures were given by top foreign experts who have been engaged in the education of the gifted for a long time:

**Hava Vidergor** - Director, HV Gifted Expertise Center; Gordon Academic College, Haifa, Israel. Lecturer, M.A. Program in Inclusive Education. Hava is Chair of the ECHA 2023 Online Conference on Teaching Highly Able Students. Conference Dates: 5th -7th March 2023 Come and join: [www.echa2023.org](http://www.echa2023.org)

**Jessica Potts** is a humanities instructor, the Curriculum Coordinator, and the advisory coordinator at Davidson Academy Online. Her research focuses on the intersection of gifted education and online learning. Jessica and her family have lived in Prague since 2015. <https://www.davidsononline.org/academics/faculty/jessica-potts-ph-d/>

**Jolana Laznibatova** – The founder and director of the SMND (a school for exceptionally gifted children) and a gymnasium in Bratislava. She is the author of the APROGEN program for gifted children (from 1st grade to graduation), which brought many new educational elements to education. <https://www.spmndag.sk/> (in Slovak language only).

**Eva Vondrakova** will introduce attendees to the Global Principles for Professional Learning in Gifted Education. Though the principles are not political decisions, it is good to keep them in mind if we want to create the conditions for genuinely effective care for the gifted, including having access to quality education and opportunities for personal development. Our view (both STaN and the organizers of this conference) is focused on practice. Knowledge of these ten principles is beneficial for its quality.

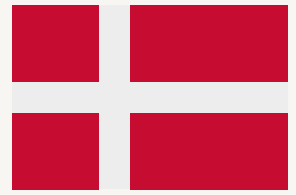
Nowadays, there is a lot of talk about well-being. To achieve it, we also need to address bullying. Bullying is often mentioned as occurring between pupils, but it sometimes also occurs between pupils and teachers. Many people do not believe that teachers bully pupils. However, from the practice of STAN, the Filip Center, and the experience of the school ombudsman, we know that this variant of bullying also occurs. We are recently worked together to resolve such a case. Unfortunately, as usual, the victim leaves, and the aggressor stays. A bullied high school student left for another city. It is gratifying that the school he transferred to is one of the best in the Czech Republic, has an excellent program and teachers, and has excellent results even in international comparison.

In my previous report, I mentioned the Tomas Bata Foundation and the book “Inspirace Bat.” This book has already been published in English. The Thomas Bata Foundation supports around a dozen projects each year, whose activities support awareness of the Bata phenomenon, develop cultural and community life in Zlin and help young and beginning entrepreneurs, scientists, and artists. The Mission of the Thomas Bata Foundation: “To prepare the values of community and entrepreneurship synonymous with the Bata name through the support of culture, education, and youth.” <https://www.nadacetomasebati.cz/en/>

Submitted by Eva Vondráková ([vondrakova@gmail.com](mailto:vondrakova@gmail.com))



# DENMARK



Even though 2022 has been without COVID restrictions since February 1, getting back to our everyday lives and making up for the lost academic years for our children after two years of constant change, lockdown, or restrictions is ongoing.

Concerning gifted children, this past year has not changed anything. But things are brewing, and if all goes well, we should be on the brink of something extraordinary in Denmark come 2024.

Legislation concerning our ground school system was rewritten last year. The new legislation focuses on the importance of being recognized as a gifted child, starting with entering the school system between 5 and 7 years old.

Helping and sparring with the Ministry of Education and its work group, "Initiatives concerning a stronger focus on gifted pupils in the ground school system," with regards to implementing these new initiatives are Dr. Poul Nissen and Educational Psychologist Ole Kyed. We anticipate the outcome of the governmental initiative as this is a first in Denmark! Due to our election on November 1st, implementing this new legislation is on pause for the rest of 2022 but will continue in early 2023.

On a regional level, The Academy of Talented Youth continues to be represented in three of Denmark's five regions, offering events for gifted and talented teenagers. Besides working directly with young people, The Academy also initiates mini-conferences on talent development.

On an even more local level, we also see a small but essential rise in initiatives within the municipalities. So, for instance, some prioritize helping the gifted and hiring local consultants with knowledge of gifted children. Even though this is progress, it is still not a big one for now because most Denmark initiatives are still private ones. Be it consultants, meetings, networking, or schools for the gifted.

A brand-new initiative saw the light of day in late October - a new publishing company, Super. Taking the asynchronicity of the gifted child into consideration, Super aims to write books for gifted children in primary school that are appropriate for their level of maturity but still high in LIX, servicing their reading level. So instead of a well-known concept in Denmark, "Read Easy," the idea of Super is "Read Difficult."

On a Scandinavian level, we are pleased with the Nordic Network for Gifted Education. NNGE had its first networking meeting on a cruise boat sailing between Sweden and Finland in mid-September. The meeting was an excellent and needed possibility for our five Scandinavian countries to exchange information and get a more in-depth knowledge of our different ways of approaching working with the gifted. We are looking forward to more collaboration this coming year.

By Ole Kyed (info@olekyed.dk) and Tina Refning (info@bmsf.dk)

# ECUADOR



When virtual education began due to the COVID-19 pandemic, face-to-face classes were closed to prevent the spread of the virus. For gifted students, "acceleration" (jumping from school grade) was essential because gifted children found virtual classes very boring.

In our country, not for lack of interest, teachers still do not recognize giftedness, much less the need for specific education that gifted students require. It is even common for SEN (special educational needs) to be confused with NEAE (specific needs for educational support). This confusion can be an obstacle for students with high abilities to develop their skills and qualities in an integral and optimal way. Inclusive education in Ecuador tries to minimize and eliminate barriers and limitations and differences in opportunities in the teaching-learning process.

Students with NEAE are required to have a psycho-pedagogical report to determine if the curriculum should be individualized. And if there are specific educational needs, they should determine how the corresponding objectives can be achieved within the regular school.



It can be reported with great pleasure that, at the moment, the Ministry of Education of Ecuador is giving great importance to the education of children and adolescents with high capacities and we can see that in public, fiscal, municipal, and private Schools are detecting these cases and trying to respond to their specific needs.

Among others, one of the responses to specific educational needs which is being applied in Ecuador, is the authorship of INSTITUTO FUNDACIÓN SUEÑO MÁGICO "CHILDREN TALENTOSOS, YOUNG TALENTOSOS" whose set of strategies allows increasing student satisfaction by enhancing their skills and capacity.

Instituto Sueño Mágico Foundation, Psychopedagogical Center, specialized in the identification and service of children with high abilities/giftedness, has devised a method of intellectual enrichment for these children and young people consisting of programs created to achieve intellectual enrichment in a personalized way. It is applied in an individualized/extracurricular way, and its contents refer to different topics, people, places, events, and hobbies to level the knowledge of students who make grade jumps, with the aim that there are no curricular gaps and improve their skills and motivation for study and scientific research. Its application reduces frustration and boredom in students and allows them to learn at their own pace and according to their interests, which increases their self-esteem and enriches the educational process.

At the end of each session, children with high abilities are enthusiastic and do not want to end the session. Their parents affirm that, at the end of attending each session, their children have reduced frustration, stress, anxiety, and emotional intensity.

Educational institutions also have a very important role in the application of this enrichment program, conceived and created by Dr. Fanny Alencastro and the Magical Dream Foundation Institute, and are constituted in response to stimuli that children need.

It can be affirmed that, in Ecuador, we are carrying out an intellectual and emotional intervention for children and adolescents who have been detected with high abilities/giftedness which is proving satisfactory and effective. Our next goal to meet is that public policies are designed that allow us to detect 2.2% of our gifted population, we want to be able to carry out the intervention to which these students are entitled. For the most important thing: to make them feel understood and supported.

Submitted by Fanny Alencastro (albanalencastroquito@yahoo.es)



We are delighted to announce that the 18th Asia-Pacific Conference on Giftedness (APCG2024) will be held in Japan in Takamatsu City, Kagawa Prefecture, from August 17 to 20, 2024. The conference theme is “Educational Environments for Transforming Gifted Minds, Lives, and Communities.” We invite participants to share visions of united, open, and transformational gifted education environments for facing challenging times. The hosting universities are Ehime University, Kobe University, and Kagawa University, and the organization committee chairperson is Prof. Manabu Sumida of Ehime University. It will be Japan’s first hosting of an international conference on giftedness. We are very grateful to the Asia-Pacific Federation of Giftedness for offering us such a memorable opportunity.

The Ministry of Education, Culture, Sports, Science, and Technology launched an advisory board on teaching and educational support at schools for gifted and talented children in specific areas. As a result, there has been a growing interest in understanding the characteristics of gifted children and how to support them in Japan. Therefore, on September 26, 2022, the advisory board summarized its discussion and listed five points regarding specific measures. These are 1) promoting awareness and professional development to understand gifted and talented children, 2) enhancement of diverse learning opportunities, 3) support in understanding characteristics of gifted and talented children, 4) aggregating and providing access to institutions outside of the school, and 5) accumulation of practical case examples through empirical research. Therefore, we believe the APCG2024 will be an excellent opportunity for researchers, educators, parents, policymakers, advocacy groups, the education industry, and other stakeholders to gather their wisdom and practices from around the globe.

The city of Takamatsu, the location for the event, is accessible from international airports and is a scenic tourist destination with plenty of art and cultural facilities. We hope many participants will join the conference and enjoy the charm of Takamatsu. In addition, the Youth Summit will be held simultaneously at Shodoshima, a rich-in-nature island near the conference center. The theme of the summit is “Connecting the World Glocally (Global+Local) to Ensure a Sustainable and Equitable Future.” We hope this will allow gifted and talented students with diverse backgrounds to



collaborate and learn collaboratively and globally through fieldwork.

After a long and challenging period of travel restrictions due to COVID-19, we strongly hope this conference will provide an opportunity for participants to exchange information and network face-to-face, serving as the dawn of gifted and talented education research and practice in Japan.

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



Lebanon is enduring a severe and prolonged depletion of resources, including human capital. As a result, high-skilled individuals are increasingly taking up potential opportunities abroad, which constitutes a permanent social and economic loss for the country. Despite the country's financial, political, and social hardship, several activities and research have been initiated to shed light on the gifted population and gifted services, which are much needed in a country facing various problems. Below we share the list of activities and research articles that have been published:

### Published articles

- Al-Hroub, A. (2022). Gifted education in Lebanon: Re-examining the role of educational and learning capitals. *Cogent Education*, (9)1, 1-19. <https://doi.org/10.1080/2331186X.2022.2073644>
- Antoun, M., Younes, R., & Salloum, S. (2023). Investigating the status of highly able students through the lens of the national Lebanese policy and the mathematics and science centralized curricula and textbooks. *European Journal of Science and Mathematics Education*, 11(1), 1-18. <https://doi.org/10.30935/scimath/12569>
- Antoun, M., Plunkett, M., & Kronborg, L. (2022). Gifted Education in Lebanon: Time to Rethink Teaching the Gifted. *Roeper Review*, 44(2), 94-110, DOI: 10.1080/02783193.2022.2043502
- Antoun, M. (2022). The Relation Between Teachers' Background and School Type and Their Perceptions of the Gifted and Gifted Education. *Gifted and Talented International*. DOI: 10.1080/15332276.2022.2083533

### Conference presentations

Antoun, M. (2022, April). Teaching Gifted Students: Myths and realities. Paper presented at EDUTECH conference, Beirut, Lebanon.

A regional conference was organized by the University of Sciences and Arts in Lebanon (USAL) on educating and nurturing the gifted in May 2022 with the participation of more than 120 practitioners, researchers, and educators from Lebanon and five surrounding Arab countries. As a result, a comprehensive set of recommendations was issued and communicated to stakeholders and participants.

### WCGTC Webinars

Two panelists from Lebanon, Dr. Anies Al-Hroub and Dr. Aida Younis, participated in the WCGTC webinar entitled "Understanding and Educating Twice-Exceptional Learners," which was organized and delivered in September 2022. Dr. Al-Hroub gave a presentation about "Al-Hroub's Model for the Identification of Twice-Exceptional learners," and Dr. Younis presented her research on 2e in Dubai, United Arab Emirates.

### School activities

Almahdi Schools (a network of 23 schools in Lebanon) initiated an enrichment program in middle school classes last year and became pioneers in leading large-scale such initiatives. By taking this step, they are helping contextualize international practices, providing ground for research, and producing knowledge rooted in Lebanese culture.

Submitted by Nidal Jouni (nidaljouny@gmail.com) and Maya Antoun



### Ministry of Education (MOE) Initiatives for Gifted Learners

Education is a bustling space in Aotearoa, New Zealand, with several reports, initiatives, and policies under development, including a significant focus on a nationwide, curriculum-wide refresh. However, the Ministry has continued to support a variety of forums for increasing provision for gifted learners and their educators. The current strength is in the diversity and creative approaches to supporting abilities, qualities, and strengths.

### **Advisory Group for Gifted Learners**

The Ministry of Education has a small group of members passionate about gifted education, which, in 2022, has been working with the MOE to share feedback and perspectives around the refreshing of the NZ Curriculum.

### **Events and Opportunities**

This initiative has allowed several diverse pilot projects to be explored, such as:

- Rangatahi for Climate Change
- Ethics Olympiad
- FutureLearn
- Hooked on Books
- Inventionator
- Virtual Learning Network
- WERO - Wayfinding for Rangatahi Entrepreneurs
- Youth Parliament

### **Gifted NEX (Network of Expertise)**

Gifted NEX is part of the Ministry's 36 Networks of Expertise. Its role is to help support educators in their understanding of giftedness and encourage further development. The network has held an annual symposium, weekly café and research sessions, and a Spotlight on Teaching online conference day. The premise is 'For Teachers by Teachers' and has educators from all sectors around Aotearoa, New Zealand, facilitating and participating.

### **Awards for Learners and Awards for Teachers of Gifted**

As part of its support for gifted learners, the MoE offers financial awards for gifted learners and teachers of gifted learners. Learner awards are for any initiative that supports development or participation in their area of passion or strength. Teacher awards are generally for upskilling themselves or school members in support of gifted learners. Opportunities include attendance on a course, mini-course, webinar or conference, resource purchase, or even visiting other schools to observe programmes for gifted learners and meet with teachers.

### **Learning Support Co-ordinators**

These roles were established in 2020 and included gifted learners in the LSC job description - a first for Aotearoa, New Zealand, in our field. The LSCs have had two rounds of evaluation now and, from the sector's perspective, still need support in gifted Education.

### **Education Gazette: Global Principles release**

The Ministry of Education supported the dissemination of the Global Principles by including an article in the nationwide Education Gazette. In addition, the REACH Education Consultancy director recently participated in a move by the World Council to create a recording of the Global Principles with some additional explanation and examples designed to encourage broader awareness and use.

### **GAW: Gifted Awareness Week, Like-Minds**

This year, GAW again had a multinational theme shared with Australia, Jamaica, and Malaysia. Organisations around Aotearoa, New Zealand, held various events, such as the New Zealand Centre for Gifted Education's events for families, teachers, and guests around the country, with all participating in hands-on activities designed to highlight the value of like minds for our gifted learners. The New Zealand Association for Gifted Children held a town hall-style online meeting for parents and teachers where the Hon. Associate Minister for Education Jan Tinetti outlined current and planned initiatives supporting gifted learners in schools.

### **Outside of Ministry of Education Initiatives**

There are always several projects continuing to develop their support of gifted learners; here are some of these initiatives.

- CORE Education - delivered Pito Mata workshops, realising the potential in the early years, to Early Childhood Educators
- gifted - the professional association for teachers of gifted learners has officially wound up. It has gifted its remaining funds from membership fees to a research project to explore the current landscape of gifted Education in Aotearoa, New Zealand.
- Massey University - delivered the MOE Award Post Graduate Specialist Teaching course with a gifted endorsement
- Ministry of Inspiration- expanded their STEAM offerings to include Philosophy Conference and Aquabots (Nelson based)
- New Zealand Centre for Gifted Education - developed a Your School programme alternative supporting educators to deliver a one-day-a-week programme within a regular school setting
- Potential to Performance - delivered in-school professional development around a new theme of Trauma and Gifted Learners
- REACH Education - continued working on a bi-cultural approach to working with gifted learners (they are keen for others interested in contacting them about this), plus offered their long-standing professional learning certificate courses
- The Head Office - expanded its one-day-a-week programmes in the broader Taranaki

Submitted by Madelaine Armstrong Willcocks, Rosemary Cathcart, Deb Walker (d.walker@massey.ac.nz)



After two years, we hold the XXX Summer Course, Model of Psychopedagogical and Social Enrichment (MEPS), through the Huerta del Rey Center, representative of the European Center of Talent in Spain (ETSN).

The "Huerta del Rey" Center, and the Spanish Center for the Development of Giftedness (CEADS) have continued to incorporate a series of recommendations and activities into our programs to benefit children, youths and their families. These recommendations have been extracted from several organizations and entities, both national and international, to which we belong.

As mentioned in the 41st issue of Ideación magazine (Alonso, 2020), several investigations warned of a "ging" caused by the reduction of gaming times and spaces for children. Confinement caused by the Covid-19 crisis has changed the way the children play, increasing digital alternatives (with the possible risks that this entails) and limiting outdoor play and socialization.

In September 2022, Doctor Guido Horacio Paiva Barón defended his Doctoral Thesis, "Study on the prevalence of intellectual giftedness in children, their learning profile and their mental health," at the University Institute, Postgraduate Department, of the Italian Hospital of Buenos Aires. Dr. Yolanda Benito supervised the thesis. Dr. Paiva's was the first study of the prevalence of Intellectual Giftedness (SDI) in Uruguay on a sample of 955 eight-year-old schoolchildren from Montevideo. The percentage of SDI found was 2.8%, with approximately equal gender distribution, both in public and private schools. The existence of some internalization problems (elements of anxiety and depression) strongly justifies the implementation of public policies, both in Education and Health.

In October, the XX Conference of Catholic Schools took place in Madrid. More than 180 educational counsellors, management teams, and private school teachers around Spain gathered to discuss current issues such as mental health in schools, the risks of using and abusing new technologies, and how to practice resilience in the classroom. Dr. Yolanda Benito facilitated the workshop titled "What is Intelligence? What do intelligence tests measure? and Definition of intellectually gifted students."

Secondly, the High Intellectual Abilities Working Group (GTAC) at the Official College of Psychology of Catalonia (COPC) hosted a conference on May 14, 2022, titled: "Advances and demystification in high intellectual abilities." Dr. Lianne Hooegeveen gave the main presentation, entitled "Implicit Theories and High Intellectual Abilities (AACC)". She explained the problem of implicit theories and why it is essential that the results of studies on academic flexibility (acceleration) must be known and implemented much more in gifted education.

This presentation was followed by the psychologist and professor at the University of La Rioja, Dr. Sylvia Sastre: "Expression of high intellectual abilities: Predictive and modulating factors." It addressed neuroscience and neuro-constructivism, the dilemma of being born with a biological potential for the AACC. The expression occurs due to the environment only some people, at some point, not in all those with this potential, although it does not go away.

Subsequently, several members of the GTAC spoke to us about "Double exceptionality: Concepts and intervention." In the afternoon, a study carried out by the GTAC was presented: "High intellectual abilities in women: conclusions of the study of the identification of girls and women," concluding that more assessments are made of boys (65%) than of girls (35%), most of which (65.6%) during primary school, from 6 to 11 years. We found no evidence that more suspicions of AACC are confirmed in boys than in girls, although the frequency of the typologies detected is different in boys (i.e., more prevalence of mathematical talent compared to girls/girls) than in girls (i.e., more prevalence of verbal and creative talent).

To conclude the conference, a round table was held where young people with high intellectual abilities explained their positive and negative experiences.

Finally, it is worth mentioning that the COPC has been a pioneer in opening the first call for Official Training to evaluate and intervene educationally in students with high intellectual abilities.

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

# SWEDEN



Some exciting developments have taken place in the Swedish gifted research community. On the September 14 – 15, around 40 people boarded Viking Line's Cinderella for a 24-hour conference in the Baltic. The event was hosted by the Nordic Network for Gifted Educational Research (NNGE) to join researchers and practitioners from the Nordic countries, including Denmark, Norway, Finland, Iceland, and Sweden. We appreciate the first time something similar has been organized for gifted research in our region.

The conference topics were focused on sharing experiences and research, finding partner projects, and developing research. Established people in our area held presentations (e.g., Ole Kyed, a psychologist from Denmark, and Kirsi Tirri, from Helsinki University). We also had the opportunity to receive feedback and valuable advice from two guests, Margaret Sutherland from Glasgow University and David Yun Dai from University at Albany, US, both very experienced researchers in the field. The possibility of connecting to international research communities was presented by Caroline Sims, mentioning her engagement as a representative of Sweden in both WCGTC and ECHA.

Another event that included people from the Swedish research community was the ECHA conference in Den Hague, Holland. Both researchers and doctoral students from Sweden were allowed to discuss their research with others using the theme of Empowering Every Talent Together. Keynote speakers reminded us about the importance of building a close relationship between researchers and practitioners (Niamh Stack, Limerick University, Ireland). Also about twice-exceptionality (Alexander Minnaert, Groningen University, Holland), to redefine the meaning of failure (Dr. Matt Zakreski, Psychologist US), and to be aware of the existence of talent in groups where it might not be expected (Susan Baum, Bridges Academy, US).

Another piece of news is at the level of Swedish educational policy. The government has made suggestions to revise the Education Act and the curriculum and syllabi regulating education at all levels. The suggested changes are intended to increase possibilities for acceleration and enable a stronger emphasis on access to studies at a high level. The suggestion also includes increasing the chances of being accepted at the university level before completing studies in upper secondary education.

However, even if such an initiative is received positively, the politicians are unaware of the suggestions that include problems. One of these is the infrastructure of acceleration and how to guarantee that students can accelerate and how it will prevent them from having to repeat learning from the level they have left behind. There are also questions concerning how progression will be monitored when students move between teachers, levels of education, or even between school units. A third issue concerns that educating gifted students is not just about an increase in speed but also an increase in complexity and depth, as evidence of such awareness is lacking in the suggestion. Moreover, the suggestion focused extensively on students at the upper secondary level while, as we are aware, gifted students also exist in younger years. Lastly, the universities that will be affected must be prepared for such changes to be successfully implemented. Firstly, such a change would mean including a perspective of gifted education and high performance in their teaching training. Currently, such education is strongly connected only to the people involved in gifted research and not as a general principle. Secondly, the universities must decide what responsibilities they are prepared to take for underage students, not just teaching them but other relevant aspects. Finally, additional unclarities include more general factors in supporting gifted students in their learning. These include access to competent teachers, that gifted education is not in addition to having to follow a regular curriculum, and how teaching can be integrated instead of self-studies.

As can be seen, policy actors must ask researchers for advice when making substantial changes that may affect many people. These changes mean the important research in communities like the WCGTC receives further attention.

Caroline Sims (Caroline.sims@hig.se)

# UNITED KINGDOM



Some UK organisations have had a busy week blogging and participating in the G-Word's Global Gifted Talented and Neurodiverse (GTN) Awareness Week, which this year had the theme of Equity and Joy. This is the second GTN Awareness Week, and this week of focused activity has been excellent in bringing the community together to celebrate.



Those involved in the UK would recommend organisations to get involved (<https://www.thegwordfilm.com/gtn-awareness-week>, see The Potential Trust's Potential Blog page for blogs about 'What gives ME #GiftedJoy?' <https://www.thepotentialtrust.org.uk/blog/potential-blogs/>)

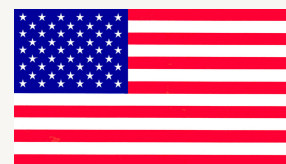
NACE (the National Association for Able Children in Education <https://www.nace.co.uk/>), the UK-based charity, is preparing to celebrate its 40th anniversary in 2023. New for 2022, NACE's Challenge Ambassador Schools programme recognises the sustained excellence of schools accredited with the NACE Challenge Award on three or more occasions, which have made significant contributions to CPD, research, and resource-sharing initiatives. The programme will build a network of leading schools across the UK and beyond, facilitating the exchange of effective practice and supporting continued school improvement. NACE's Research and Development (R&D) Hub programme has launched for the year, providing support for schools to develop professional inquiry projects in three areas: (1) Oracy for high achievement, (2) Rethinking assessment, and (3) Cognitive challenge within the new curriculum for Wales. These same themes are being explored through NACE's termly member meetups to develop several publications to follow on from 2020's "Making space for able learners: Cognitive challenge – principles into practice." In January, NACE is running online workshops exploring challenges within the secondary core curriculum and will close the year with a summer term conference incorporating a 40th birthday party. For more details, visit the NACE website and sign up for regular updates at [www.nace.co.uk/sign-up](http://www.nace.co.uk/sign-up).

The Potential Trust seeks to expand its Questor grants programme to help children and young people who are gifted and talented (including 2e) from lower economic backgrounds participate in activities to make learning exciting (both online and face-to-face). They are looking for partners and funders to increase the number of children and young people they support. The Trust has been running a variety of different Potential Conferences on subjects ranging from alternative education and school exclusion to developing mentoring and support in partnership with Rites for Girls (<https://www.ritesforgirls.com/>). Potential Conferences in early 2023, including Inspiring Tomorrow's Young Leaders in the Environment with EnviroEducation (<https://www.enviroeducation.co.uk/>) and Potential in Communities with Potential inMe. (<https://potentialin.me>). Contact The Potential Trust if you are interested in getting involved ([potentialtrust@gmail.com](mailto:potentialtrust@gmail.com)). Finally, The Potential Trust has also been publicising the two books produced by its Trustees on DME (Dual and Multiple Exceptionality). One for schools and one for parents, in advance of campaigning for greater awareness of and changes to how children and young people with DME are supported in the education system (<https://www.thepotentialtrust.org.uk/our-partners/>).

Nisai Education Trust(<https://www.nisai.com/nisaieducationtrust2/>) has been running webinars on DME and is planning some research on experiences of home education around the world. If you are interested in getting involved in this research, please contact Nisai.

The DME Trust (a partnership initiative between Potential Plus UK and nasen) launched a report in February on the current state of provision for learners with DME <https://potentialplusuk.org/index.php/dme-trust/the-current-state-of-provision-for-learners-with-dme-report/>). Potential Plus UK has pulled together some great resources on what is going on in education for pupils with High Learning Potential and DME (<https://potentialplusuk.org/index.php/schools/resources-and-best-practice-area/resources/>).

Submitted by Denise Yates ([deniseayates100@gmail.com](mailto:deniseayates100@gmail.com))



### **National Association for Gifted Children (NAGC)**

69th Annual Convention in Indianapolis. The NAGC annual convention in Indianapolis hosted nearly 2,000 people who gathered to hear leaders in the field present best practices and current research regarding giftedness, from characteristics to identification to evidence-based classroom strategies. Highlights of the convention included two stirring keynote speeches, legacy retrospectives by luminaries Dr. Tracy Cross and Dr. Susan Johnson, and a moving ceremony where friends and colleagues honored the life of Dr. Marcia Gentry.

An Anniversary Event! In 2023, NAGC will celebrate an important milestone, the 70th annual convention. In 1953, NAGC held its first Annual Convention. Ann Fabe Isaacs, the founder of NAGC, Walter B. Barbe the first elected president of NAGC, and Mary F. Frasier, the first recipient of the Ann F. Isaacs Founder's Award—all were presidents of NAGC who brought personality, dedication, and vision to the Association. Attendees will hear their stories and others as NAGC celebrates the past and looks into the future of gifted education. The in-person conference will be in Orlando, Florida, at Disney's Coronado Springs Resort, November 9-12, 2023. Presentation proposals are due January 20, 2023. To submit, visit <https://www.abstractscorecard.com/cfp/submit/login.asp?EventKey=ACKJOLMX>

NAGC LEAP. NAGC is developing a new professional learning program for gifted and talented educators. Designed around a self-directed learning model, the LEAP model promotes teachers' reflective learning and ongoing cycles of improved practice. LEAP Education products will offer modules in four areas: 1) Social-Emotional Learning, 2) Curriculum Development, 3) Diversity, Equity, Inclusion, and Accessibility, and 4) Differentiated Instruction. Each product will contain an overview and six five-hour online modules. The first print module is scheduled for release early in 2023, with more to follow!

### College Board Field Tests Two New Advanced Placement Courses

The College Board is piloting two new AP courses: AP Precalculus and AP African American Studies. AP Precalculus is designed to help prepare more students for the kinds of mathematics instruction they will find in college and keep them on a continuous path toward college readiness. Schools can offer the course beginning in Fall 2023, with the first exams slated for Spring 2024. <https://apcentral.collegeboard.org/courses/ap-precalculus>

In 2023, College Board endorsed Advanced Placement Summer Institutes (APSI) for teachers of AP Precalculus. Information about institutes for 2023 may be found at [https://apcentral.collegeboard.org/professional-learning/workshops-summer-institutes/summer-institutes/apsi\\_index](https://apcentral.collegeboard.org/professional-learning/workshops-summer-institutes/summer-institutes/apsi_index)

The new AP African American Studies course is the result of a decade of collaborative work with colleges, universities, and high schools. Sixty schools are piloting the course this year; an expanded pilot test will occur in 2023-2024. All schools can offer this important new course in Fall, 2024, with exams administered in Spring, 2025. More than 200 institutions have already committed to supporting AP African American Studies through credit and placement policies. <https://apcentral.collegeboard.org/about-ap/how-ap-develops-courses-and-exams/pilot-ap-african-american-studies>

### Dąbrowski Center Opens in Colorado

The Dąbrowski Center is a 501(c)(3) nonprofit organization dedicated to advancing Dąbrowski's Theory of Positive Disintegration through advocacy, education, and innovation. The center hosts an extensive archive of works related to the theory, including Dąbrowski's original writings. The center also hosts the Positive Disintegration Podcast and the Positive Disintegration Study Group. For the field of gifted education specifically, the focus is on providing accurate information about Dąbrowski's theory and supporting mental health self-awareness for gifted youth and adults by providing resources, information, and community. An early project is developing best practices for clinicians and coaches working with gifted and neurodivergent individuals. For more information, visit the Dąbrowski Center website at <https://dabrowskicenter.org>.

### Summer is Coming!

Summer will be here soon, and the US offers several opportunities to continue your professional learning, including these:

- Bridges Graduate School of Cognitive Diversity in Education will host Study with Masters 2023, June 21-23. This three-day intensive symposium provides opportunities for participants to interact with experts in the field of twice-exceptionality one-on-one in two focus areas: 1) Understanding and meeting the complex social-emotional needs of 2e students, and 2) Suite of Tools process training. For more information, please visit <https://graduateschool.bridges.edu/swtm-2023/>.
- The University of Connecticut will hold its 45th annual Confratute in July 2022. This world-renowned event for gifted and talented educators will be returning in person on the University of Connecticut campus July 9-13 and virtually July 13-15. More information will be available late in January on the web at [confratute.uconn.edu](http://confratute.uconn.edu)
- The annual SENG annual conference will be held July 21 - 23, 2023, in Villanova, Pennsylvania. Keynote speakers include Dr. Barry Scott Kaufmann and Dr. Richard Cash. The theme for this year's conference is Authentic Voices: Community and Belonging. <https://www.sengifted.org/sengconference2023>

Submitted by Matt Fugate, Shelagh Gallagher ([sagallag1@gmail.com](mailto:sagallag1@gmail.com)), Ann Robinson, and Del Siegle

## 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.

- Tyler Clark (USA)
- Pam Clinkenbeard (USA)
- Jose Manuel Delgado (Peru)
- Richard Gordon (Japan)
- Ahmed Hemdan (UAE)
- Susan Knopfelmacher (Australia)
- Johnnie Rasmussen (Denmark)

**WORLD-GIFTED.ORG/GIVE**





# 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](mailto:headquarters@world-gifted.org). Please give us enough lead time if the submission concerns an upcoming event.

## *Gifted and Talented International*

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

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

Learn more about the journal on our website [world-gifted.org/gti](http://world-gifted.org/gti)

## *Executive Committee*

- **Denise Fleith**, President, Brasilia, Brazil
- **Tracy Riley**, Vice-President, Palmerston North, New Zealand
- **Eleonoor van Gerven**, Secretary, Almere, Netherlands
- **Margaret Sutherland**, Treasurer, Glasgow, Scotland
- **Anies al Hroub**, Member, Beirut, Lebanon
- **Mojca Juriševič**, Member, Ljubljana, Slovenia
- **Bronwyn MacFarlane**, Member, USA
- **Tyler Clark**, Executive Administrator, Bowling Green, KY, USA

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