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# World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

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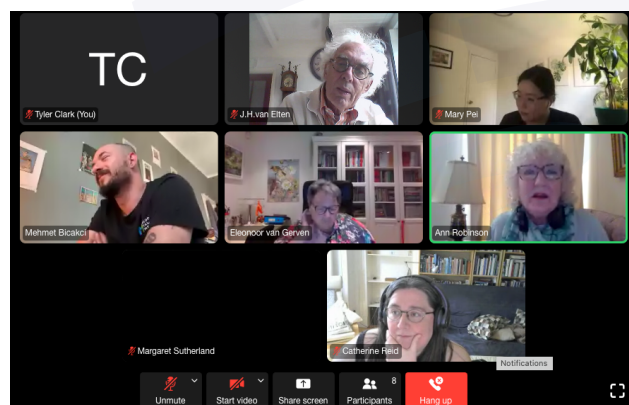
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The 2023 World Conference was held virtually from August 5 - 6 and 12 - 13. Welcoming 360 participants from 49 countries, the conference was a great opportunity to discuss *Excellence Without Borders: Gifted Education in a Changing World*.

Eight keynote sessions were offered including two panels. Additionally, 30 concurrent sessions were scheduled for a live presentation for attendees to interact with the speakers and ask questions. More than 150 on-demand sessions were also offered on topics including twice-exceptionality, social/emotional needs of the gifted, curriculum, and more.

Recordings of all keynotes, concurrent sessions, and on-demand sessions are available on the conference platform through December 2023. Learn more at [worldgifted2023.com](https://worldgifted2023.com).



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



We have just held the 2023 Virtual World Conference. How exciting to learn what is going on around the globe regarding research and practice on gifted education, talent development, and creativity. There were four days with a very interesting and innovative program. The schedule included six keynotes, two keynote panels, 30 concurrent sessions, 22 audiovisual sessions, and more than 150 on-demand sessions. As we have members from all over the world, we had sessions in three different time zones (Sydney, London, and Chicago). There were around 350 participants from 35 countries. Having so many of you at this conference was very special! I want to extend my thanks to everyone who participated in this event and to those who worked hard to make the 2023 Virtual Conference a success! As announced in the closing session, the 2025 Conference will be held in Braga, Portugal, from July 29 to August 2, in a face-to-face format. I hope to see you there!

I would like to take this opportunity to congratulate the 2023 WCGTC Awards recipients: James Kaufman (International Creativity Award), Franzis Preckel (International Award for Research), Colm O'Reilly and Abdullah Aljughaiman (A. Harry Passow International Award), and Kadir Bahar (Emerging Scholar in Gifted Education Award). Their work in serving gifted and creative children is very much appreciated and deserves our applause!

In 2023 we conducted three webinars for the WCGTC members: How to Advocate for the Gifted?, Culturally Responsive Education for the Gifted, and Multiple Facets of Creativity and Divergent Thinking. Scholars from different countries contributed sharing their experience in the field and presenting their studies on giftedness and creativity. I would like to thank Eleonoor Van Gerven and Anies Al-Hroub for organizing and coordinating the webinars. The plans for upcoming webinars are underway. Stay tuned!

Dear members, I would like to thank you all for your support, loyalty, and commitment to the WCGTC. I hope that together we will continue advocating for and serving gifted and talented children worldwide. Let me know your ideas and suggestions for our organization!

In this edition of the newsletter you will find interesting information about the status of gifted education in different countries. I hope you enjoy reading it! Many thanks to Tyler Clark for serving as the editor for the WCGTC Newsletter. My appreciation to Katy Whitford and Andrea Beaty from The Center for Gifted Studies at WKU for helping with editing.

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

# In Memory of Prof Dr Joan Freeman



On the early morning of July 2nd, 2023, prof Dr. Joan Freeman passed away in the presence of her family. Joan dedicated her life to research into giftedness. She has conducted substantial research, notably her 35-year UK-wide comparison study of gifted and non-gifted people. She has published widely, including 17 books translated into many languages, three major government reports, hundreds of academic and popular publications, and has addressed conferences worldwide.

Joan was the Founding President of the European Council for High Ability (ECHA). She was an Honorary Fellow of the College of Teachers and a Patron of the National Association for Able Children in Education (NACE). For her pioneering work, Joan Freeman has been honoured with a Fellowship and a Lifetime Achievement award from the British Psychological Society, and a Lifetime Achievement Award from Mensa International.

For many children and their parents, Joan became a game-changer in their lives. In private practice, she tested thousands of children, identified them as being gifted and suggested changes in education and upbringing for responding to their developmental needs and their extraordinary talents.

To me, Joan was a personal friend. We spent many companionable hours having tea, sharing a meal, going to the opera or enjoying art at one of the various museums and exhibitions we visited while discussing the developments in gifted education. Joan was always inspiring and encouraging others to be critical, inquisitive and curious. And during many of our discussions, she showed her own critical mind and clear opinions on professional matters. Although born in England, during the second world war Joan spent her youth in Canada, and in many of her childhood stories, she described how that period had influenced her life. It made her the fighter she was. Her last fight was with cancer, and after several years, she lost this final battle, may she rest in peace!

Eleonoor van Gerven



Step into a captivating journey as the 26th WCGTC® World Conference arrives in Braga, Portugal. From July 29th to August 2nd, engage with renowned researchers, educators, and stakeholders in gifted education, talent development, and creativity. Unleash your imagination amidst Braga's charm and join the global movement that embraces the extraordinary potential within gifted minds.

#WCGTC25

## 2025 WORLD CONFERENCE

The Power of Gifted Education and Talent  
Development in a Changing World

July 29 - August 2 | [worldgifted2025.com](https://worldgifted2025.com)





# Publish with us

***Gifted and Talented International (GTI)*** is an international, refereed journal publishing articles that significantly contribute to our understanding and promotion of giftedness, talent, and creativity in children, adolescents, and adults. Its purpose is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents.

***GTI*** publishes original research, theoretical studies, systematic literature review papers or accounts of practice. Integrative literature reviews and theoretical pieces that appreciate empirical work are welcome. Topics include: development, personality and individual differences, affect and motivation, social behavior and cross-cultural issues in relation to giftedness, talent, and creativity; identification, education, and fostering of giftedness, talent, and creativity; teacher education and professional development; curriculum development and implementation, research on instructional strategies, and school interventions, and evaluations of programs and services; twice-exceptionality; and counseling issues.

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Visit the ***GTI*** homepage for more information, including:

- Journal metrics
- Editorial board
- Submission information
- Special Issues
- Book reviews
- News & calls for papers



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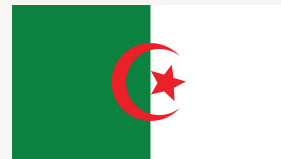


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# ALGERIA



Algerian professor and mathematician, Youssef Saad, won the John-von Neumann International Prize for Mathematics for the year 2023, which is the most prestigious award given by the Industrial and Applied Mathematics Association in the United States of America, for his contributions and research in the field of applied mathematics.

The Algerian scientist, Yasmine Belkaid, was appointed on March 29, 2023, as the head of the Pasteur Institute in France. Belkaid even dazzled the west with multiple achievements in the areas of parasitology, microbiology, medical entomology, virology, tissue immunity, the microbiome and even human immunology.

The French media titled the Algerian phenomenon, Sarah Revance, the best-selling writer in France. She is 24 years old and works in a sports center in Algeria. Her sales exceeded Prince Harry Spear's book, with profits estimated at more than 3.5 million euros (\$3.8 million) in France alone.

The Algerian state shows great interest in promoting and teaching mathematics in view of its effective contribution to the scientific and technological development of the country, as well as in achieving digital transformation and embodying sustainable development goals, especially in the economic and social fields. In this context, and on the occasion of the International Day of Mathematics approved by UNESCO, on March 14, 2023, some of the brilliant and talented names in the national and international competition were honored in a ceremony supervised by the Minister of National Education at Al-Qubba Mathematics High School.

Encouraging the Minister of higher education and scientific research, Mr. Kamal Baddari, to introduce specializations related to "professions of the future" including artificial intelligence and robotics, while continuing to expand the digitization of the higher education and scientific research sector.

The minister emphasized the necessity of generalization, "the experience of a start-up institution diploma, a university degree with a patent, and a five-star student." This mechanism allows the student who obtained an excellent average during his training course and finishes his research project, to benefit from a license to establish his own company so that he can market his product or give him the opportunity to register his work with other bodies specialized in the registration and protection of intellectual property.

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 the Taunza scientific school – based in Ghardaia city – and its forward – looking vision and strategic goals contained within the state's plan 2018 /2023 in the field of innovation and excellence in education, the teaching of the new robot curriculum has been approved education and artificial intelligence. The Taunza Scientific School is the first Algerian school to adopt an integrated and sequential educational curriculum for teaching educational robots and artificial intelligence in the weekly curriculum.

Submitted by Naima Benyakoub ([psy.univb2dz@gmail.com](mailto:psy.univb2dz@gmail.com))

# AUSTRALIA



## National Report

Gifted education in Australia continues to be at the forefront of some state and territory education jurisdiction practices and provisions, with others lagging behind their interstate counterparts. There is a regional approach to gifted education in Australia, with no national mandate for supporting gifted learners in schools across the country. This is a significant barrier to talent development in Australian schools.

The national association, the Australian Association for the Education of the Gifted and Talented (AAEGT), continues to advocate for gifted education at a national level. This year's theme for the annual Gifted Awareness Week, held May 20-28, was 'The Diverse Faces of Giftedness.' The AAEGT continues the 2022 themes of 'Like Minds,' and has events planned across the country.

## Victoria

The Victorian Department of Education has the Student Excellence Program. This includes the Victorian High Ability Program, a virtual program for students in grades 5-8; the challenge and enrichment series, which provides enrichment opportunities for schools; funding for High-Ability Practice Leaders (HAPLs), a dedicated role in each school; and the High-Ability Toolkit, an online repository of resources, currently undergoing a revamp. The Department continues to foster partnerships with organisations, such as the Victorian Association of Gifted and Talented Children, which is launching a seminar series for parents. Additionally, the Centre for Higher Education Studies has opened in Melbourne and provides hybrid learning opportunities for high-ability students in senior secondary school.

## Queensland

The Queensland Department of Education (DoE) has replaced its policy on gifted education with a 30-page P-12 curriculum, assessment, and reporting framework (CARF) document, which “specifies the requirements for all prep to year 12 Queensland state schools to deliver a world-class education” for all students. There are only two mentions of gifted in the document: under “differentiated teaching and learning” (p. 3), where schools are expected to “use school-wide processes to identify groups and individuals who required tailored support,” which should include gifted and talented students; and page 13, which restates the necessity for school-wide identification processes. The link from the CARF, concerning gifted students, is a brief statement about the DoE’s commitment to these learners, and opportunities only for gifted senior students. Without a specific gifted education policy in Queensland, state schools run the risk of not meeting the needs of gifted learners.

## New South Wales

The New South Wales Department of Education released the High Potential and Gifted Education Policy; mandated in public schools in 2021. The policy promotes engagement, positive well-being, and challenge for every student, across every domain of potential. The policy supports educators with evidence-based resources and professional learning with a focus on talent development, equity and aims to target a broad range of students from diverse backgrounds. Catholic Education NSW is supporting gifted students by implementing strategic initiatives to respond to unique learner profiles and one diocese was recognised for best practice in the inaugural School Global Awards, an initiative of the World Giftedness Centre, Dubai. Some private schools have created whole gifted education goals for four years.

## Gifted Learners with Disability Australia (GLD)

GLD Australia, an online learning community and discussion group for parents, teachers and other professionals concerned about gifted learners with disability (GLD), continues with its online activities. Members use the discussion group to ask for general advice, including recommendations about GLD-friendly professionals and school advocacy. By far the most common request is about obtaining approval for disability adjustments (accommodations) for Grade 12 final exams.

## Tasmania

The Tasmanian Department of Education continues to offer Gifted Online Courses to support state schools. Recently, Catholic Education Tasmania have engaged with the Department’s Gifted Online Courses, where students across education sectors can access the self-paced courses supported by specialist teachers. Courses are provided for students from grades 1 – 10. The Early Entry to School Cross Sectional Placement Committee annually provides 10 gifted students with early entry. The One Day School provides gifted students in grades 3-6, from Northern Tasmanian Catholic primary schools, opportunities to learn together every Friday and also provides online state-wide classes for students. The Tasmanian Association for the Gifted continues to offer its regular program of information sessions.

## Australian Capital Territory (ACT)

The ACT continues to be one of the leading educational jurisdictions in Australia when it comes to the understanding of and provision for gifted and talented students. The ACT Government has shown a strong commitment to gifted education with the continued implementation of their Gifted and Talented Students Policy (2021) across ACT government schools. Submitted by Michelle Ronksley-Pavia ([m.ronksley-pavia@griffith.edu.au](mailto:m.ronksley-pavia@griffith.edu.au)), Geraldine Townend, Genevieve Thraves, and Lesley Henderson



A challenge to gifted education in Brazil is the need for teacher training and expansion of the specialized services for these students. Today, 30 groups investigate the topic and are certified by the National Council for Scientific and Technological Development. This resulted in an increase in training courses for educators and professionals by public institutions of higher education. Some of these institution extension projects have partnerships with state and municipal departments of education to support the provision of services and supplementary educational assistance. The University of Brasília, Paulista State University, Federal University of São Carlos, and Federal University of Santa Maria are some examples.

Specific actions also emerged for students with high abilities, within the scope of public institutions of higher education, such as the summer course from Universidade Federal Fluminense, enrichment activities by the Rede de Assistência Integral ao Superdotado (UNESP), and the project to prevent gifted students from dropping out of college, developed by the Federal University of Ceará and awarded nationally and statewide.

A public policy that has been expanding in the country as an alternative to access higher education for academically gifted students, is the scientific olympiads organized by federal universities. Three institutions, among the seven best in the country, already use performance in these competitions as a means of access, they are USP, UNICAMP, and UNESP.

Within the scope of advances in Brazilian legislation in establishing guidelines for inclusive education that address the needs and interests of the gifted, the Brazilian Council for Giftedness (CONBRASD) plays an important role, acting through its board with the Ministry of Education and the National Council of Education. In 2022, the X National Meeting of ConBraSD took place in an online format, with the participation of speakers from Brazil, Uruguay, Portugal, Spain, and the United States. The main goal of the event was to disseminate good practices in the gifted field and inspire new actions in the national territory. About 400 people participated in this event. In 2023, CONBRASD will complete 20 years of existence.

At the regional level, the Federal District Law 6919/2021 was granted, which determined the inclusion of the High Ability's Professional Day in the official calendar of events. In addition to this legal norm, there is Law 5606/2016 that establishes the Federal District Day of the Person with High Abilities. These are actions to give visibility and promote public policies in the field. To celebrate this date and strengthen the partnership between academia and government, the University of Brasília joined forces with the Federal District's Department of Education to organize an event with workshops and lectures for families, students, and educators.

Within the scope of the State Departments of Education, gifted services are struggling to be maintained. Through the municipal public network of teaching and Special Education, the gifted service was rescued. In Maranhão, there was a structural reform of the Joãozinho Trinta High Abilities and Gifted Activities Center, which has a specialized team and diverse resources for assistance in areas such as robotics, dance, geography, and chess.

In the third sector, or non-governmental nonprofit organizations that offer gifted services, we have some examples. The Instituto Rogerio Steinberg (IRS) has been working for 25 years offering supplementary education for the socially vulnerable gifted population in the city of Rio de Janeiro. They are supporting more than 300 families in a hybrid way and collaborate with the Municipal Secretary of Education offering supplemental activities in 72 schools. Another recent action is the Apontar Institute, present in public schools and supporting 308 gifted students. The Instituto Sabendo Mais supports gifted children and adolescents living in Complexo da Maré, one of the poorest and most violent communities in Rio de Janeiro, preparing them for competitive admission exams with 100% acceptance into highly prestigious schools. Líderes Estudar is a program that selects and supports high-potential students throughout their academic and professional careers, offering scholarships, networking, and mentorships. In 2022, there were 726 scholarships offered at international institutions such as Harvard, Stanford, MIT, and Yale.

We also emphasize the expansion of the private network through centers, institutes, and foundations. The São Paulo Center for Attention to Giftedness, the Mentoring Institute, the Talent for Children Institute, and the Learning Club are some examples. The Institute for Learning Optimization (INODAP) which has 23 years of experience has inspired other entities such as the Virgolim Institute, a multidisciplinary center for the stimulation and development of creative potentials for gifted and talented children and adolescents.

Submitted by Jane Ferreira Chagas (janefcha@gmail.com) and Renata Muniz Prado



Support for gifted education across Canada's provinces and territories continues to take different directions from renewed funds to dampened support. Canada is a huge country and it never ceases to amaze us how the views within our various provinces and territories are perhaps a representation of what is happening in the gifted world across the globe. At the national level, Canada is currently participating in international research. Until April 30th, 2023, high-ability/gifted adults were invited to participate in "And I grew up," an international research project that focuses on their experiences from childhood to adulthood. Currently, 28 countries are participating in this great project, including Canada! The international team is led by Dr. Susana Graciela Pérez Barrera, fellow WCGTC Uruguayan delegate and director of the research team on high potential/giftedness (GIAHSD) at the Faculty of Educational Sciences of UDE - Universidad de la Empresa (Montevideo, Uruguay). For more information, your contact person in Canada is Andrée Therrien, Psychologist - [ataclinique@hotmail.com](mailto:ataclinique@hotmail.com)

At the provincial level, Quebec continues to lead the country with innovative courses and educational opportunities to support gifted students. Here are some opportunities offered in Quebec (online opportunities also available):

- A two-day symposium (May 8-9) "Myths and facts about the education and well-being of gifted students" was held in hybrid mode from Montreal during the ACFAS Congress. Led by Line Massé (UQTR), Natacha Bérubé-Deschênes (UQAM) and Frederic Tremblay (UQAM).
- In May, the University of Montreal offered its first course in gifted education (45 hours)! Offered in hybrid mode by the Faculty of Education, PPA 6434 - Éducation et douance (Education and giftedness).
- Quebec's provincial organization "Haut Potentiel Québec" hosted Élodie Authier, neuropsychologist for an online conference on twice-exceptional learners in May as well.
- In September, "Haut Potentiel Québec" hosted Sylvie Régnier, orthopedagogue (resource teacher) for an online conference on learning strategies for gifted teenagers.
- Led by the complementary services department of the Marguerite-Bourgeoys school board, in partnership with "Haut Potentiel Québec" (High Potential Quebec), the University of Quebec at Trois-Rivières (UQTR) and the "Association Québécoise pour la Douance" (Quebec Association for Giftedness), a one-day symposium about "Meeting the Needs of Gifted Students, it's not rocket science!" will be held online in December.

In Alberta, action research continues to lead educational professionals' progress. For example, teachers in Westmount Charter School, a K-12 school for the gifted, are encouraged and supported to embrace innovative practices for gifted students. Teachers are utilizing these opportunities and sharing their results in conferences including the WCGTC World Conference. A collaboration with the University of Calgary is in progress to support these teachers to take their research and innovative practices to the next level.

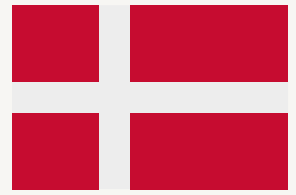
British Columbia recently canceled gifted programs and redesigned its curriculum to support differentiated instruction and enriched learning in regular classrooms. It is being hailed as a shift that ensures equity under 5 pillars (location, access, development, admission, and service). Under this vision of equity, new programs are introduced as part of Gifted Enrichment Centres which allow students to remain in their current schools and attend shorter-term Extended Learning Opportunities in these enrichment centers. There are two types of Extended Learning Opportunities to choose from depending on the needs of each student:

- Gifted Programs for students with gifted/twice-exceptional designation
- Enriched Programs for all students and include programs such as AP, HONORS, and IB

This new vision aims to guarantee that every student receives support in a way that ensures an equal outcome. It is an innovative vision that many parents of gifted students, who prefer the all-day homogeneous gifted programs with like-minded peers, oppose and only time will tell how well gifted students' needs will be supported.

Finally, we would like to share a recent Canadian article titled, The Experience of Parenting Gifted Children: A Thematic Analysis of Interviews with Parents of Elementary-Age Children, which reflects the experiences of parents raising gifted children. We feel it is worth exploring in your country. Themes identified from this qualitative research include parents' description of a "child-driven" approach to parenting, experiencing social isolation due to a lack of understanding, and physical and emotional feelings of exhaustion. It would be interesting to compare these findings with other countries and increase research that enhances support to parents raising gifted children.

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



After years of struggling to get attention concerning gifted children in Denmark, things are turning around in 2023. A groundbreaking change in our country is that from the school year starting August 2024, all Danish students are to be screened for giftedness when they enter Kindergarten, usually at age 6. To accommodate this, two working groups under the Secretary of Education started last year. Because of the election and a very long process before the new government was formed, the two groups were put on hold but were activated again in early 2023.

The two groups are an expert group led by Dr. Poul Nissen and a “working group” led by Educational Psychologist, Ole Kyed. Their job is to work out tools for screening (e.g., checklists to be used by teachers across the country). Other members of the groups include Dea Franck and Peter Grubert from Gifted with Joy.

This is a very big step in the right direction. I am looking forward to seeing what the next step will be. The formation and work by the two groups as well as the amount of attention the topic is given in the press these months gives hope that this time, things really will change.

We should however not rest on the laurels so to speak, because it is nice to be identified – but if teachers are handed a checklist, and not properly educated in how to use it, or how to teach appropriate methods of differentiated instruction, not much is going to change.

There are also private initiatives – another first in Denmark is the opening of our first boarding school for the gifted. The boarding school, Da Vinci Academy, was initiated by Arnfinn Rismoen, who already has a long experience with the gifted as he was also the initiator and school leader at the first free school for gifted children in Northern Jutland.

Another school opened in Jutland in August, in the center of our second biggest city, Aarhus. The school is called Leonardo Skolen, and this was the second time a free school has opened in this part of the country. There is great interest concerning the school, and it plans to open with 40-50 students and then expand to about triple that.

This March a new book, “Kort og godt om hoej begavelse,” (“A brief explanation about giftedness”) by Psychologist Dea Franck was published. The book is part of a series of books with the same format but by different authors on various themes relevant to psychology.

Last year a new organization was formed, Begavet med Glaede (Gifted with Joy). The network can be seen as a natural addition in Denmark where for many years only Mensa Denmark was for adults and the National Gifted Children Association for the children (and their parents). Even though Gifted with Joy does not hold political opinions, the organization has as one of its main aims to influence politicians. It is new in Denmark because everybody who wants to support the rights of gifted children is welcome to join.

On the Nordic scene, we also see two new initiatives unfolding. From Mensa, the Nordic Mensa Fund has been established. The chair is a former president of Mensa Denmark, Janne Sylvest. The Fund supports research into the characteristics, nature, and uses of human intelligence, for the benefit of humanity. Researchers from the Nordic countries can apply every year. The Fund is not brand new but has been active since 2020.

The Nordic Network for Gifted Education was established a couple of years ago by Dr. Valerie Margrain from Sweden (originally New Zealand). The network holds quarterly online meetings with an invited speaker and has grown considerably over the last year. The NNGE has among other things allowed us to meet across borders and see how differently we approach the topic.

It is a pleasure to witness the momentum of doing something for gifted children in Denmark now. We even have at least one politician who has just stated, she thinks Denmark should have a Knowledge Center on giftedness! We have tried to make this happen for years and are looking forward to politicians finally agreeing.

Submitted by Tina Refning (tina@yintelligence.dk)



# ECUADOR



The current educational attention in times of the COVID-19 pandemic has made it possible to become aware of the gift that previously passed as non-existent. In Ecuador, we have had cases of gifted people wanting to achieve praise associated with success in their personal lives and at school. Their objectives have been more defined and often not aligned with the expectations and plans of their parents and teachers.

The "hereditary genius" of which Galton spoke to us in 1869, which classified men according to prestige and reputation, assessable at the end of life, which suggested that we should wait for death to determine if someone was gifted, has been a criterion that has visibly diminished in our country.

During the pandemic, the Ministry of Education and many Educational Institutions have been open to evaluations, and these have been carried out on a larger scale, to identify the high capabilities population (talented, precocious, and gifted). The positive incidence has been that parents have been able to observe and participate more carefully in the behavior of their children through virtual education, which students have necessarily had to carry out. With the accompaniment, the parents themselves have been able to discover cases in their children of high abilities and the importance of evaluations.

The question that has been asked as a consequence, has been: what can I do so that my son/daughter is successful? There is awareness of the importance of providing specific educational responses for gifted individuals and seeking a more inclusive and flexible education. Technology as a tool in the teaching-learning process provides answers and offers opportunities for enrichment in the area of study and interest to gifted students, which largely solves problems of school dissatisfaction, develops autonomy, and accelerates their maturation process.

At the Fundación Sueño Mágico Institute of Quito-Ecuador, in which I direct the academic part, we are offering an extracurricular model, designed exclusively for the gifted population, which allows for effective intervention and is of great interest and support to students.

We believe that the pandemic has been positive in the educational field, for gifted students in our country. It has made it possible to generate some responses to High Capabilities, and somewhat reduce this great gap that has always existed in the educational field and affected gifted students in the affective and intellectual spheres.

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

# ITALY



In Italy, there is an increased need to have a law for gifted students that aims at their early identification, the training of teachers, the introduction of gifted education in schools, and more effective acceleration. There are a lot of people who are waiting for Bill n. 1607 about gifted students, which was introduced to the Parliament, to be discussed and approved. On the 13th of October 2022 with the arrival of the new Parliament, Bill n. 1607 was re-introduced under the number S 180. A parents' association has promoted an online petition with the purpose to ask the Italian Parliament to issue this Bill. More than 15,000 signatures were collected both online and face-to-face. This is a clear signal that there is an urgent need for a law that can support gifted students in Italy. It is the first time that so many people have come formally together and asked the institutions for an intervention to support youth giftedness in the schools.

Now in Italy, there are no laws that provide training for the teachers directly in the schools, meaning that teachers have to supply their training in gifted education by themselves. The courses about giftedness and the importance of continued support in schools, including gifted education workshops, are usually organized by some private gifted associations. Teachers can take part in these courses and read books about gifted students. New books have been published, for example, *Scuola e alto potenziale cognitive*, (School and giftedness) written by Ermelinda Maulucci. The book explains why there is a need to support gifted students in school and analyzes the most important European and Italian laws that can help gifted students while waiting for the approval of a specific law for these young people.

Even on social networks, the divulgation of the giftedness topic is significantly increasing. There are live streams that have thousands of views. Even Awareness Brain Week in Italy hosted several events about gifted children.

In Italy, interest in giftedness is increasing. New associations were born in Italy. Furthermore, some associations are expanding throughout the national territory. The continuous birth of new associations, mainly made up of parents, demonstrates a continuous interest in specific services for gifted children and their families.

In Italy there are also some start-ups founded and directed by women, entrepreneurs, and professionals in the field of gifted education and talent development, an example is the Centro Didattica Talenti (Talent Education Center) by Dr. Martina Brazzolotto. They offer teacher training and services to the families of gifted children. In Italy, teachers' interest in giftedness issues is also increasing.

Training for Italian teachers will largely benefit from the Italian translation of The Global Principles for Professional Learning in Gifted Education written by the World Council for Gifted and Talented Children committee.

Italian universities, mainly the Departments of Psychology and Education are promoting the themes of giftedness. Very interesting is the research on language learning in gifted children, carried out in the Department of Languages at the University of Padua. A new study was recently conducted by the La Sapienza University of Rome about the cognitive profile of gifted children compared to those of their parents using the Wechsler scales. This study has highlighted that the high percentage of gifted parents explains why these families are often able to support their children.

Furthermore, graduate and doctoral theses on these issues are on the rise. Although, in the field of special pedagogy, the focus on difficulties continues to be unbalanced. Nevertheless, it seems that there are some academic special pedagogues interested in gifted children and the development of everyone's talents. Since October 2022, a new government has been formed in Italy. The attention is addressed to the new minister of education as it will deal with "merit." Merit is not even in the first place in the selection of researchers. We are sure that research in gifted education and talent development will help develop a culture that is more sensitive to talent and merit.

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



Despite all the challenges that Lebanon is going through, a light has begun to shine on the horizon of gifted education, as for the first time it forms part of the educational advancement plan that is currently being worked on in the country. These first steps come from the efforts of the delegates of WCGTC and their continuous endeavor to launch the wheel of gifted education in Lebanon. Research is continuously initiated to shed light on the gifted population and gifted services to inspire practices and align them with international practices and the Lebanese context.

Below we share the list of activities and research articles that have been published:

- Antoun, M., Younes, R., & Salloum, S. (2023). Investigating the status of highly able students through the lens of the Lebanese national policy and the mathematics and science centralized curricula and textbooks. *European Journal of Science and Mathematics Education*, 11(2), 1-19, 215-233.
  - Antoun, M., & Plunkett, M. (2023). A Roadmap for Change: Charting the Course of Gifted Educational Provision in Lebanon. *International Journal of Educational Reform*, 1-15. DOI: 10.1177/10567879231163538
  - Antoun, M. (2022). Framing the education for gifted Lebanese and gifted refugees in Lebanon. *Frontiers in Psychology*, 13, DOI: 10.3389/fpsyg.2022.1077278
- Parents as advocates for gifted education

As serving gifted students is still very limited in most Lebanese schools, a group of advocate parents are in the process of tutoring their children and designing services that are aligned with their identified needs. For that purpose, they are collaborating with experts (WCGTC delegates) and are initiating a coalition to influence and pressure schools to be inclusive in terms of the gifted population. This clustering aims at making policies related to acceleration and allows for curriculum compacting.

Submitted by Nidal Jouni ([nidaljouny@gmail.com](mailto:nidaljouny@gmail.com)) and Maya Antoun

Every March, the Dutch celebrate the Week of Giftedness. During the 2023 edition over 250 activities were offered by and for gifted students, parents, educators, counselors, and specialists. A combination of online and live activities made it possible for gifted students from anywhere in the country to participate. Apart from this special week, activities at various levels are developing in the Netherlands.

## **Macro-level: Ministry of Education**

The Netherlands has a history of gifted education going back some forty years. Before 2010 the first full-time gifted programs started. Since 2014 there has been a lot of (political) attention for giftedness. At that point the Ministry of Education nationally mandated “fitting education” for gifted children within the public school system. In 2018 the Ministry of Education offered schools the opportunity to apply for subsidies, with which improvement in gifted education could be accelerated. With this funding, nearly every region in the Netherlands has been developing plans for a full range of gifted services in primary and secondary education, and occasionally in kindergarten. All these activities are monitored by the IMAGE (Impact of Activities in Gifted Education) research project, which will deliver a research report in the next three years.

In 2022/2023 there has been an additional action by the Ministry of Education, based on the worry that several (full-time) gifted programs are structurally underfunded or not structurally funded. This has caused political parties to direct the Minister of Education to act on this. In December 2022 he issued a so-called letter to the Chamber of Representatives about his plans for the coming years. The plans include additional investments in the form of new subsidies with a mandate to every region to provide the full range of services necessary and the formal assignment to include this in the new requirements for the inspection of education, as well as several measures to spread more and more relevant information.

## **Meso-level: National Talent Centre of the Netherlands (NTCN)**

Since the Dutch ministry appointed the NTCN to develop a national expertise centre on education for gifted and talented children in primary and secondary education in 2022, several initiatives have taken place in collaboration with the Dutch field of organisations and stakeholders. The first deliverables are published on the website, such as brochures and webinars. All deliverables share the same goal: combining knowledge and experiences from policy, research, and practices on relevant themes like peer-group education, acceleration, and determination. The expertise centre aims to tighten the collaboration between all existing national and regional networks on giftedness and education. Therefore, a new program manager was installed at the end of spring 2023 to further develop and coordinate these activities. Besides this expertise centre, NTCN continues to work on awareness of giftedness in the Dutch educational system and business. With a group of stakeholders, NTCN discusses several themes and developments from time to time.

## **Micro-level: Schools and gifted experts**

One group of stakeholders of the NTCN is the network of ECHA (European Council for High Ability) specialists in gifted education. The Radboud International Training on High Ability is a scientific course for practitioners (teachers, psychologists, coaches) to become ECHA specialists in gifted education. The alumni of this specialisation are connected to the ECHA network of the Netherlands, which was founded 15 years ago and has over 300 members now. The members meet on several occasions, such as ECHA and WCGTC conferences, but at least during the annual ECHA day. During the last edition of the ECHA day, April 2023, a session was used to get to know new members and discuss how we contribute to high-quality gifted education in the Netherlands and how we can make this contribution more visible to be able to find gifted experts more easily and make cooperation easier. This session made clear that in all Dutch regions, many activities, and much support are offered in education by ECHA members. ECHA members now feel the need to improve cooperation between schools and parties that support gifted children/adolescents and their parents, such as psychologists and family counselors. A second need felt by the ECHA members is to become more visible and findable for educators and parents and to connect with other networks and stakeholders of the NTCN.

In short: a lot is going on in the Netherlands when it comes to gifted education. The urgency is felt at all levels, macro, meso, and micro. All stakeholders feel the need to improve visibility and collaboration on the theme and plans are aimed at improving gifted education by raising awareness with all stakeholders.

Submitted by Lineke van Tricht ([lineke@bureautalent.nl](mailto:lineke@bureautalent.nl)) and Mariska Poelman



## Ministry of Education Initiatives for Gifted Learners

**Curriculum:** Aotearoa New Zealand has a nationalised curriculum that schools are expected to localise to suit their communities. This curriculum is amid a large-scale refresh, with a draft currently out for public feedback, and a planned implementation date of 2026. There are clear implications for gifted learners in this refreshed curriculum, with two of its core principles being a broad view of success and high expectations for all. It's an election year in Aotearoa, New Zealand which means that political parties are making policy statements with education policies already in the spotlight. One of these policy statements calls for a halt to this refresh process and a 'back to basics' approach instead of continuing with the current refresh.

**Schools' Reporting to the Ministry of Education:** An impending change at the national level is how schools report to the Ministry of Education. The proposed reporting framework, which is again out for consultation before future implementation, requires school boards to report on, amongst other things, how they are identifying and meeting the needs of students with learning support needs, including gifted learners in this category. Ensuring that gifted learners remain a "named group" of learners in policy and legislation is essential.

**Networks of Expertise:** The Ministry of Education funds networks of expertise to connect teachers across the country for sharing and learning. The founding premise is that these networks are "for teachers, by teachers." Most of the networks are subject-specific but teachers of gifted learners have a specific network, Gifted NEX, offering regular and informal 'cafe' style opportunities to connect and learn. The Gifted NEX team will be presenting at the upcoming NEX Summit about working with teachers to uncover their learning needs.

**Learning Support Coordinators:** These roles were established in 2020 and include gifted learners as part of their remit. The final round of evaluation of the impact of this role is now complete, with mixed findings. At a school level, the evaluation found that the vision of the role is being upheld, which is coordinating a range of supports for learners who have additional learning needs - gifted learners included. At a systemic level, however, the evaluation found that more needs to be done to enable Learning Support Coordinators to tackle their role effectively.

**Awards for Teachers of Gifted Learners & Awards for Gifted Learners:** The awards for teachers are to access learning opportunities in gifted education, and the awards for learners are for families to support their gifted learners in areas they choose. The most recent round of awards saw a large increase in the number of applications and the number of awards given.

## Raising Awareness

There are two key awareness- raising opportunities currently underway in Aotearoa New Zealand. The Gifted Awareness Week (12-16 June) is held annually around the week of the birthday of George Parkyn; an early advocate for the needs of gifted learners. This is a week of awareness-raising events and celebrations. The Neurodiversity in Education Coalition was formed to bring together peak national bodies advocating for neurodiverse learners: ADHD NZ, Autism NZ, NZCGE, and The Dyslexia Foundation. Working with a group of Young Neurodiversity Champions the coalition are asking all political parties to address neurodiversity in education through: building understanding, requiring schools to have neurodiversity action plans, and scaling up programs that work for neurodiverse learners. Listen to an interview with the NiEC here.

## Other Initiatives

There are as always, several non-governmental initiatives to support gifted learners in a variety of ways, here are updates on some of these:

**For Families:** The New Zealand Association for Gifted Children, a parent-led body advocating for the needs of gifted learners, is delighted to welcome their new president, Phil Turner.

## For Teachers:

- The Education Hub provides evidence-based information and resources for teachers around gifted and twice-exceptional learners

- GEMS Aotearoa is has launched two online workshops about the Depth and Complexity Framework
- New Zealand Centre for Gifted Education is expanding MindPlusYour School to support educators in high schools to deliver specialist gifted education in regular school settings
- Potential to Performance continues to deliver a range of online learning modules for teachers of gifted learners
- REACH Education is transitioning to a new name, Aotearoa Gifted NZ, in recognition of our country's bicultural status, and is continuing to offer the Certificate of Effective Practice in Gifted Education as well the Gifted Intensive for teachers working with gifted learners

Submitted by Madelaine Armstrong Willcocks (madelaine.willcocks@nzcge.co.nz), Rosemary Cathcart, and Deb Walker

# SOUTH AFRICA



At the beginning of March 2023, there was the ACRE event. The focus of ACRE 27 was summarised by what Tony Robbins once said, "If you keep a clear vision for your future, it will pull you like a magnet through your toughest times." There were nearly forty sessions and four keynotes presented by the best of the best in the applied creativity arena. Syd Parnes, mentor of many of us, and a pioneer in the field of creativity and creative problem solving, was asked "What fuels his passion to keep on helping people to unleash their creative potential"? He replied, "Creativity enables us to make our world a better place. Of all the gifts we have as humans, the one that stands out, giant-like above all the rest, is our ability to be creative." It became clear that we all are creative and that we just need to understand how to unleash our creativity. This has been part of the soul and spirit of Acre for the past 27 years. The Creativity Café sessions and weekly seminars with incredible international speakers were a good build-up to the final event.

The next event we are looking forward to in South Africa is the 13th MCG conference in February 2024. This conference with the theme: Mathematical creativity and giftedness in diverse educational settings, will be held in the centre of South Africa (more info at <http://www.igmcg.org/conf13>). The Central University of Technology, in Bloemfontein in the Free State province, will be the host for the conference. We are looking forward to welcoming you to the Free State.

Submitted by Annari Milne (annarimilne@gmail.com)

# SPAIN



As we mentioned in several research and publications before the irruption of COVID-19, many characteristics of students with intellectual giftedness in the childhood years are maintained in adult life, but some are hidden, especially when it comes to women. We also find men and women with damaged self-esteem (Report presented to the Working Group at the Council of Europe, Alonso, 2018).

In mid-May of 2021, the European Council reflected on equity in access, inclusion, and success for all basic principles of education and training. However, equity and inclusion are still a challenge for our educational systems, with significant differences within and between member states. As the socio-economic background remains an important factor influencing educational outcomes in the European Union, the Council approved conclusions on this topic. The number of underachievers and early school leavers is still high in the EU.

After all these years, today, in the middle of 2023, the "Huerta del Rey" Center and the Spanish Center for the Development of the Gifted, when COVID-19, we have considered appropriate to incorporate in the MEPS (Psychopedagogical and Social Enrichment Model) a series of recommendations and activities.

Those recommendations and activities have been incorporated into the Program for the benefit of children and young people and their families in general. These recommendations have been taken from Guarantee Organizations and Entities, international entities to which we belong, as well as from our experiences with the virtual sessions held with the students of the "Huerta del Rey" Center and the informal videoconferences of the EU Ministers of Education.

Dr. Yolanda Benito has been part of the work team in the sanitary emergency operation for COVID-19, providing psychological support through the telephone attention line of the Applied Psychology Service of the UNED, which remained active for 10 months. It still works online today.

Since February 5, 2021, we have the collaboration of three psychologists from In Psique with the first online psychology platform, closely linked to the UNED Psychology Service, and especially in recent months, they have worked together on the health emergency operation for COVID-19, through the telephone service.

On the other hand, within the High Abilities Working Group (GTAC) of the Official College of Psychology of Catalonia, the Educational Measures Committee works on aspects that may be transferred to the Education Department (ED) of the Government of Catalonia, with the following objectives:

- Review all the material that the ED has about High Intellectual Abilities (AACC), to find out where we are starting from and what we could work on to improve it:
  - Guide for teachers and professors, done by the ED in 2013.
  - Guide for families of gifted children, done by the ED in 2010.
  - Legal regulations (the last is from 2013).
  - Review other documents uploaded on this subject.
  - Prepare training courses for teachers.
- Work on an updated document for schools with specific educational measures to serve students with AACC.
- Create a specific educational service for the children with AACC inside the ED.
- The Committee will oversee the document published by the GTAC in 2017 and will identify the main points to reformulate or modify. Once defined, the Committee will delve deeper into them to produce a revised version of the GTAC Guide.
- Continue with the studies we have started:
  - Precocity: Study of students diagnosed with AACC and subsequently re-evaluated. The aim is to collect information to validate or refute the following hypotheses:
    - Intellectual capacity is a generally stable trait (most detected cases are confirmed on reassessment).
    - There is less stability of results at a younger age. The re-evaluation confirms more of the cases evaluated at an older age (less temporal stability of the youngest).
    - Some dimensions of general intelligence and aptitudes are more stable than others (detect which ones).
    - In cases where the detection is not confirmed at the reassessment, there are usually maladjustment factors (emotional, social, family...) associated that limit the expression of cognitive potential.
  - AC and gender: Study of students who have been assessed with suspicion of AACC. The aim is to collect information to validate or refute the following hypotheses:
    - The ratio of assessments between boys and girls changes according to age.
    - More suspicions of AC are confirmed in boys than in girls.
    - The frequency of the types detected is different in boys than in girls.

Submitted by Juan A. Alonso (c\_h\_rey@cop.es) and Leopold Carreras-Truñó (mentor@copc.cat)

# UNITED KINGDOM



There is no national framework for gifted and talented education in the UK and separate strategies are being followed in England, Ireland, Scotland, and Wales. Despite these difficulties, the key national organisations are increasingly working together to provide a united approach towards Gifted and Talented and Dual and Multiple Exceptional issues within schools and in-home education, with parents, guardians, children and adolescents.

Since the UK's last report, The Potential Trust has had one Potential Conference with Rites for Girls (<https://www.ritesforgirls.com/>) an excellent organisation which focuses on empowering girls. They are expecting a massive increase in Potential Conferences in 2023, with events planned with Potential Plus UK (<https://potentialplusuk.org/>), Action for Children's Arts (<https://www.childrensarts.org.uk/>), NACE (National Association for Able Children in Education - <https://www.nace.co.uk/>) and Potential in Me (<https://potentialin.me/>). These events are unique 24-hour programmes with no formal agendas which enable individuals passionate about high learning potential to explore what can be done together to improve the world of gifted and talented education and related issues. These



conferences (along with The Potential Trust's grants and bursaries to individual children and young people to enthuse their learning and its awareness-raising and campaigning work) help to provide practical support to individuals and organisations working in this field.

Searching for Excellence (<https://searchingforexcellence.co.uk/>) focuses on empowering teachers to deliver ambitious English (reading, writing, and oracy skills) programmes in school which benefit all children, including those who are gifted and talented. Their latest book *Opening Doors to Ambitious Primary English: Pitching High and Including All* (Opening Doors series) is a how to guide and is out this April (There is no national framework for gifted and talented education in the UK and separate strategies are being followed in England, Ireland, Scotland, and Wales. Despite these difficulties, the key national organisations are increasingly working together to provide a united approach towards Gifted and Talented and Dual and Multiple Exceptional issues within schools and in-home education, with parents, guardians, children and adolescents.

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The 40th anniversary of UK-based charity NACE (the National Association for Able Children in Education - <https://www.nace.co.uk/>) has been celebrated. Celebratory initiatives include:

- A countdown of 40 benefits of being a NACE member – revealed each day on NACE's social media channels and available to explore at [www.nace.co.uk/40](http://www.nace.co.uk/40)
- Special rates on the NACE Challenge Development Programme, which supports schools to review and improve provision for more able learners within a whole-school context of challenge for all: [www.nace.co.uk/challenge](http://www.nace.co.uk/challenge)
- NACE's new "40 benchmarks," setting out tangible steps to effective provision for more able learners and improved outcomes for all – launched in a free live webinar on 4 May: [www.nace.co.uk/events](http://www.nace.co.uk/events)

The celebrations culminated at NACE's annual conference in June, with an anniversary meal in the evening. Launched earlier this academic year, NACE's Challenge Ambassador Schools programme recognises schools which have maintained excellent provision for more able learners over a sustained period and made significant contributions to CPD, research and resource-sharing initiatives. The first three Ambassador Schools have now been confirmed – forming the foundations for a network of leading schools across the UK and beyond. For more details on any of these initiatives, visit the NACE website and sign up for regular updates at [www.nace.co.uk/sign-up](http://www.nace.co.uk/sign-up)

Last year, Potential Plus UK (<https://potentialplusuk.org/>), experienced an increase in parental requests for information about high learning potential, with over 2,000 email enquiries and over 2,500 initial telephone calls. These were followed up with support for families through almost 400 in-depth advice appointments and 162 educational assessments. Activities and events offered by the charity are delivered both online and in person to reduce geographical and financial barriers to participation and support facing families. To this end, Potential Plus UK will shortly be launching a programme of online pre-recorded courses for parents and a series of online resources for schools. They have also initiated a collaboration between organisations and individuals with an interest and desire to ensure the rights of young people with high learning potential are recognised and supported in law by the Westminster government.

Submitted by Denise Yates ([denise.yates2@btinternet.com](mailto:denise.yates2@btinternet.com))

## 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.

- George Affeldt (USA)
- Catherine Cook (USA)
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- Susan Knopfmacher (Australia)
- Jakob Nielsen (USA)
- Bruce Riegel (USA)
- Kristen Seward (USA)
- Viire Sepp (Estonia)
- Eliana Sleiman (Lebanon)
- Ferial Tucker (UK)

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

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