



World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN

Save
the
Date

2025 World Conference

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

July 29 - August 2 | worldgifted2025.com

#WCGTC25

CONTENTS

- 1 - 2025 World Conference
- 2 - President's Letter
- 3 - In Memory of Dr. Leticia
Peñano - Ho
Publish with Us
Welcome to the WCGTC,
Penny Tuttle
- 4 - Delegates Discourse

Argentina
Australia
Bahrain
Canada
Ecuador
Germany
Hong Kong China
Ireland
Israel
Italy
Jamaica
Kazakhstan
Korea
Lebanon
New Zealand
Poland
South Africa
Uruguay



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



Thanks for your support and dedication to the WCGTC. It is an honor to preside over an organization so committed to the education and development of gifted children! The year 2023 was marked by enriching learning opportunities such as webinars and the virtual World Conference. I hope you have found them helpful and enjoyable. Four Delegates virtual meeting were conducted last October considering that our delegates are in different time zones. Discussion topics included expectations from the WCGTC as an organization for the gifted, talented, and creative in relation to their professional role(s) and country, specific goals for the World Council to achieve for its members in the next four years, communication between the organization, members and delegates, recruiting new members, and more appropriate times for virtual opportunities offered by the WCGTC. The delegates presented many interesting and insightful comments and suggestions. They have been considered by the Executive Committee and we hope to meet as many suggestions as possible.

For 2024 we are planning webinars that will address topics trying to balance research and practice evidence. Preparations for the Biennial Conference to be held in Braga, Portugal, from July 29 to August 2, 2025, are also underway. Please, take a moment to visit the website worldgifted2025.com. You will not want to miss this event! If you have other ideas and suggestions for our organization, let us know!

This WCGTC newsletter was prepared thinking of you. I hope you enjoy reading it! Feel free to share it with colleagues, students, teachers, and parents. My appreciation to Tyler Clark for serving as the editor and to Penny Tuttle for her support.

I am so proud of what we have accomplished together so far. Let's continue this productive and collaborative partnership in 2024!

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

In Memory of Dr. Leticia Peñano - Ho



December 5, 1947 – January 14, 2024

≡Welcome≡



Penny Tuttle

WCGTC at WKU
Part Time Office Coordinator

Hello, all! My name is Penny Tuttle, and I am excited to announce that I have joined the World Council of Gifted and Talented Children team as the part-time Office Coordinator at Western Kentucky University. As a lifelong educator and WKU alumni, I look forward to supplementing the efforts of providing advocacy and support for the many gifted children around the world.

My husband, Scott, and I live on our family farm in Richardsville, located on the northern outskirts of Bowling Green, Kentucky. We have 3 precious children, Brayden (14), Kaiden (14), and Lainey Hope (10). In our spare time, our family enjoys traveling, camping, boating, hiking, and most any new experience.

If I can ever be of any assistance to you, please reach out to me.

Dr. Leticia Peñano - Ho, a distinguished former Dean of the College of Education and Vice Chancellor for Student Affairs at the University of the Philippines, Founder of Bagong Rizal, Philippine Center for the Gifted Education and Psychpros, an unwavering advocate for people with special needs, counselor, and clinical psychologist.

"Through her boundless acts of kindness, her impact endures, a legacy woven into the lives of the many she touched."

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.

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

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



tandfonline.com/ugti



ARGENTINA



The Neuropsychology Service, Children's Area, of the Faculty of Psychology, UNC, (SNPI) is a free public service that develops tasks related to early identification care for families and schools of both high abilities and those with behavioral and learning difficulties.

During 2023, the Service provided free care to more than 200 families. Additionally, training courses were offered to teachers, health and education professionals, and families. Monthly virtual meetings were also held to address topics of interest for families with a gifted or talented member.

In relation to publications, the UNC Publishing House selected the work produced by the director of the service, Dr. Paula Irueste, to be published in 2024.

In addition to local lines of research, Argentina is part of many international research projects that have spanned several years. Additionally, we had international events that included the creativity training facilitated by Dr. Maria Fátima Morais Silva and an academic visit to Chile where different trainings and research advice were developed between both of our countries. The director, team members, and a speaker participated in multiple conferences, congresses, and scientific events bringing attention to the issues related to gifted and talented children both nationally and internationally. Also, of international relevance, Dr. Paula Irueste participated as an editor in a special supplement for Cogent Education together with Dr. Albert Ziegler, Mariam Alghawi, and Sadiq Ismail that addressed all the activities carried out for the gifted and talented in Latin America.

Along with these events, the Asociación Altas Capabilities Argentina (AACC) participated in several national and international conferences. The 2nd edition of AACC for health professionals was held. There were also two federal meetings that were replicated in several Argentine provinces; the free course for teachers, managers, and orientation teams "AACC online" together with educational immersion days on specific topics; two family orientation meetings coordinated by professionals from the association's legal, educational, and health areas; as well as virtual workshops for adolescents and children with topics chosen by them. The 2nd edition of GODACI, the guide for teachers, was launched and included the expansion of material for the secondary level. Advice was also provided to families from the legal team to assist in the acceleration and enrichment processes after diagnosis. Finally, WhatsApp groups were created in all Argentine provinces and coordinated by the delegation teams of each area to promote meetings and communication between families, children, and adolescents with AACC.

Finally, the province of Tucumán has an Interdisciplinary Ministerial High Ability Approach Team (EIMAAC) that is following the Neuropsychology Service, Children's Area, (SNPI) protocol. In response to the specific educational needs of the student population with AACC, the team began work and articulation networks with institutions and professionals trained in caring for students with AACC with intra- and inter-ministerial organizations. The team has worked on constructing specific regulations that guide students' school careers with AACC. This team also created an "EIMAAC Cases" App to record and manage the information corresponding to the situations addressed and the database of students with AACC. The team also organized the Provincial Conference on AACC, aimed at 1,200 educators: supervisors, directors, teachers, and technical teams at all levels, areas, and modalities of the educational system.

Submitted by Paula Irueste (paulairueste@gmail.com)

AUSTRALIA



Through nationally coordinated and ongoing advocacy efforts and the leadership of the AAEGT, gifted education is gradually being recognized in some federal education texts. Collectively, these efforts have led to giftedness being mentioned on the ACARA (v. 9.0) student diversity pages and at the Senate Inquiry into 'school refusal.' Furthermore, the AAEGT has launched the Endorsement of Postgraduate University Programs in Gifted Education.

The AAEGT's annual Gifted Awareness Week was celebrated in May 2023; the theme, *Diverse Faces of Giftedness*, sought to highlight the breadth of the nation's gifted communities. At AAEGT's flagship event, a national online launch, blog tour, and social media campaign was initiated. Many schools, organizations, and individuals also facilitated events and activities.

Regional and remote areas of Australia appear to have limited resources/access to gifted provisions. To evaluate what provisions currently exist, Victoria Poulos has been involved in research using publicly available information, highlighting a significant disparity in the provision of gifted programs in secondary schools.

Australian Capital Territory (ACT)

Catholic and government school systems are supported by evidence-based policies and resources in the ACT. However, not all of these schools have educators with strong understandings of the needs of gifted students. In independent schools, gifted education appears to be a regular part of planning and is understood to be reflected in student experiences.

New South Wales (NSW)

Building leadership capability in HPGE policy, along with further resource development, has been a key component for implementation of this policy in NSW. Equity aspects of the policy and the student social-emotional domain will be the focus of NSW for 2024.

Gifted NSW and GATSTA have continued their involvement with the NSW Curriculum reform, aiming to ensure that the needs of gifted students are effectively included within the new curriculum.

Queensland

In October 2023, Griffith University held its annual Gifted Education Symposium; this year's theme was *Supporting Gifted Learners in the Classroom*. The event attracted more than 200 attendees from across the globe, including educators, preservice teachers, graduate students, university academics, and healthcare professionals. Proceedings from the symposium can be accessed [here](#).

The GiftEdXchange Network continues to advocate for gifted learners across state schools. The Network is facilitated by Julia Bailey (MacGregor SS), Christie Meiklejohn (Albany Hills SS), Carol Barnes (GLD Director), and Dr. Michelle Ronksley-Pavia (Griffith University). Through regular meetings, the Network seeks to encourage a tiered approach to gifted education leadership that includes learning at the classroom level, leadership at the whole school level, and advocacy through raising the profile of gifted learners at local and state levels.

South Australia (SA)

GTCASA has reportedly seen an energetic revitalization in the latter half of 2023, providing fortnightly enrichment programs and information sessions for parents. The Honorable Blair Boyer, MP, Minister for Education and Training and Skills, observed enrichment sessions and chatted with parents. GTCASA aims to focus future directions on advocacy.

Tasmania

TAG continues to be very active in providing events and resources for its members and the community. Online delivery of many parent and educator events continues to attract interest from outside the state. Recent opportunities have included events on building resilience for gifted children, identification of gifted students, and 'best practice' for twice-exceptional students.

Victoria

There has been continued support for numerous parents through the VAGTC parent seminars and the helpline. VHAP continues to grow. It has provided thousands of high-ability students in government schools (years 5-8) opportunities to participate in a 10-week online enrichment program in English and Mathematics. The Victorian Education Department's High Ability Toolkit supports teachers and schools of high-ability students and is available to educators across sectors.

Western Australia (WA)

Awareness of gifted students' needs continues to increase in WA. The state education authority, SCSA, has updated its online resources about how acceleration should be managed. The WA Catholic Education Office has implemented a new strategy requiring schools to collect data to measure academic growth of all students, resulting in schools seeking support in demonstrating learning growth for gifted students.

Gifted WA presented 12 information events in 2023 for teachers and parents. Mensa WA and Gifted WA continue their collaborative partnership, particularly for family networking events.

In November 2023, Woodside Energy hosted an *Inclusive Pathways into the Resource Industry* forum with HR representatives from major mining companies to learn how they can create employment pathways for those who are twice exceptional and neurodiverse.

Submitted by Michelle Ronksley-Pavia (m.ronksley-pavia@griffith.edu.au), Melinda Gindy, and Victoria Poulos

BAHRAIN



The ministry of education has undergone considerable changes since last year. The newly appointed minister, Dr. Mohammed bin Mubarak Juma, has approved the restructuring of the Ministry of Education. While building on the progress achieved in the education sector and the strategic programs and development initiatives that strengthened Bahrain's national and international educational position, Dr. Mohammed bin Mubarak Juma is hopeful to replicate that progress with new approaches.

Since restructuring, gifted and talented education has become more systematic leading to new rules and regulations. For example, the school entry age, previously restricted to seven years of age, was lowered to six years of age for students who pass a verbal ability test and interview administered by the Ministry of Education's special education specialists. Furthermore, the restructuring continued by approving new regulations that allow academically gifted students to accelerate from early grades to higher grades based on passing ability tests in literature and mathematics. These improvements will serve a large number of gifted and talented students while economically benefiting their parents.

In regard to talent development, the Ministry of Education has continued to engage Bahrain's national and international communities. A national example of such communities includes *Injaz Bahrain Limited* with its seven programs in developing leadership, creativity and entrepreneurship, and marketing and financial talents and skills. The program concludes with a final ceremony where gifted and talented students' achievements are celebrated in an exhibition where they compete for the Injaz award.

Other areas of national level talent development included participation in the Nasser Bin Hamad Premier League to develop soccer talents and chess Olympiads.

Internationally, Bahrain has actively collaborated with regional institutes. One example, in its 4th season, is the Mohamed Bin Zayed Award for Best Teacher featuring nearly 10,000 participating educators. For the first time, two young and talented Bahraini teachers were able to achieve the monetary award of approximately \$45,000. Moreover, Bahrain's Ministry of Education, in close collaboration with Hamdan Bin Rashed Al Maktoum Foundation for Medical and Educational Sciences, continues to encourage gifted and talented development at both teacher and student levels through providing training opportunities and supports.

Internationally, great achievements have been celebrated! For instance, the endurance team achieved first place in the World Championship for Juniors team level, in which 70 riders from various countries participated for a distance of 120 KM.

I would like to refer to this era as the beginning of a systematic move towards reculturing talent development. This is a time where provision of gifted and talented education grants and financial investment from policy makers and the official government will be imperative. We will also require public psychological supports throughout this process. But, as described earlier, the achievements are currently rigorous, and we are hopeful and optimistic that they are sustainable.

In the near future, we will disclose the long term success or areas of development in our newly restructured gifted and talented education offerings.

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

CANADA



West Coast and Prairie Provinces

The Province of Alberta continues to fund research and education to its public charter school, Westmount Charter School. This K-12 school offers the only congregated setting in Alberta for gifted students and will benefit from these funds. In the meantime, Westmount Charter School teachers continue independent research as well as joint research in the *Partner Research Schools* initiative with the Werklund School of Education at the University of Calgary. This will be facilitated by the recent appointment of Matthew Makel, the new Research Chair in High Ability Studies, to ensure continued research and progress in the field.

A huge victory for the gifted and talented field in the Province of British Columbia was recorded! Threats to phase out its gifted K-12 program were met by discussions of filing a human rights complaint from parents and students which led the government to reconsider its plan. New research is also being conducted by Mehmet Hilmi, a Ph.D. student at the University of British Columbia, that aims to investigate teachers' knowledge, skills, attitudes, and agency in applying multiple dimensional intelligence theories in the classroom, with a focus on British Columbia.

Central Canada

In Ontario, the Ontario Council for Exceptional Children (CEC), a community of educators and partners dedicated to advancing the success of students with exceptionalities in Ontario, continued strong with its 67th Annual Provincial Special Education Conference in November 2023.

We also encourage you to check out ABC Ontario, the Association for Bright Children of Ontario, an all-volunteer, provincially incorporated registered charity, with many chapters across Ontario. It is dedicated to providing information, advocacy, and support to parents of bright and gifted children and adolescents through networking, an annual conference, and local workshops. It offers the parents' voice to local school boards, educators, professional groups, and the Ontario Ministry of Education.

In Quebec, a popular science platform on the subject of giftedness entitled Vérité ou Quoi? - Douance (Truth or What? – Giftedness) emerged. The platform is led by Juliette François-Sévigny, Vincent Gosselin Boucher, and doctoral students with an interest in giftedness, including Catherine Cimon Paquet, Catherine St-Pierre, and Natacha Bérubé-Deschênes. It aims to counter misinformation about giftedness and offers an interactive platform hosting popularized scientific content in the form of games, social networks, and podcast episodes.

Marilou Bélisle, the director of the Sherbrooke (i2P), Juliette Sévigny and Émilie Rouaud are leading a collaboration between the University of Sherbrooke, Bishop's University, and the École du Sacré-Coeur de Sherbrooke to offer a pupil-student mentoring project that provides gifted elementary students the opportunity for specialized education aimed at developing their academic talent through connection with an inspiring mentor.

Many enrichment opportunities were also developed by Camelia Birlean, Educational Consultant at the English School Board of Montreal (Get inspired by visiting the EMSB Express).

Line Massé's research team won the Publication Prize – General Public from the Order of Psychoeducators and Psychoeducators of Quebec (OPP) for its research project and the creation of tools for the educational community. The research project focused on twice-exceptional children.

Several opportunities have also been announced for 2024.

- EDPI 526 Supporting Student Strengths and Talents course available at McGill University (January)
- The Marguerite-Bourgeoys School Board (CSSMB), in partnership with Line Massé research team (UQTR), Haut Potentiel Québec, and the Association Québécoise pour la Douance (AQD) will host a one-day online conference: “Meeting the needs of gifted students is not rocket science!”. You can register on Eventbrite.
- PPA6434 Éducation et douance (Education and giftedness) course at the University of Montreal (May) will be available. Current lecturer and fellow Canadian WCGTC delegate, Émilie Rouaud, is looking for keynote speakers. If you are interested, please send her an email at: emilie.rouaud@umontreal.ca
- MAS829, Douance et Précocité Intellectuelle course at the University of Sherbrooke (Summer) will be offered for a 4th time online. Each year, more than 75 students from across Canada attend this course!

Atlantic Canada

In Nova Scotia, Derek McDonald, principal at King's View Academy, is supporting high-ability learners to thrive by using an innovative self-directed learning approach.

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.

Submitted by Hoda Kilani (hodakilani@shaw.ca), Émilie Rouaud (emilie.rouaud@gmail.com), and Claudine Guilbault (claudine.guilbault@mail.mcgill.ca)



In Ecuador, to provide an educational response to the gifted population, we are applying a flexible curriculum and individual curricular adaptations to help meet the needs of students whose needs are not met in the regular curriculum. The ordinary programmed curricular proposal applies to all students in the classroom. If an ordinary curriculum is implemented with students of high intellectual abilities and specific educational needs, the result is that gifted students' abilities and needs will not be met. When this happens, adjustments are decided. These adjustments may require an adaptation that is very different from the referenced curriculum for that child's specific age. The adaptation must ensure that an educational process is as normalized as possible.

Following the above expansion and enrichment adaptations, are curricular adaptations that modify the objectives, contents, and evaluation criteria for the course that the student with high intellectual abilities is assigned by age. It implies using objectives and content from higher courses, and the modification and adaptation of the evaluation criteria becomes essential. These adaptations, expansion, and/ or enrichment, are only carried out after a specifically designed psycho-pedagogical evaluation has been conducted to assess the student on the following:

- Exceptional performance in several areas.
- Exceptional and continued overall performance.
- Social and emotional needs.

On this basis, the expansion curricular adaptation covers:

- Expansion of objectives and contents.
- Adequacy of the evaluation criteria.
- Specific methodology that is appropriate.

We are achieving optimal results with students with high intellectual abilities who exhibit exceptional potential for learning and perform academically better than their classmates. This measure is adopted up to a maximum of three times during the entire teaching period.

Another resource applied in Ecuador with students with high intellectual abilities is the Educational Enrichment Program, offered by the "Instituto Fundación Sueño Mágico." This program responds to the specific educational needs of students with high intellectual abilities, enriching the educational measures that are provided by the educational system.

Submitted by Fanny Alencastro (albanalencastroquito@yahoo.es)



In 2018, the 16 German states and the federal government, started a program for gifted education called LemaS (Leistung Macht Schule). They are planning to spend 125 million euros over 10 years. This is great news and more than has ever happened in the previous decades. However, that is not a lot if you divide 120 million by 300 schools and then divide that number by 10 years, plus consider that quite a bit of that money goes to researchers to study what schools are doing.

The attitude of the sixteen governments towards the support of gifted children can differ immensely, and it can change after each election depending on which parties form the government.

In my opinion, Hamburg, one of the three city-states, has one of the best programs. About 20 years ago they founded a “Beratungsstelle besondere Begabung” (Counseling Center for Special Gifts). The city experimented several times with whole groups of children skipping a grade together. The last time this happened was at the beginning of the century. In that case, all the children within the class, those who skipped and those who did not, were tested. The results showed that it was not necessary to be gifted (IQ of 130+) to be successful. They had to be bright, but far more important than intelligence, was a very high motivation to achieve.

Hamburg has gone back to individual grade skipping. Children who skip grade levels have the right to get two periods of support in the subjects they choose for six months. Most of the children do not require this level of support for that long of a time period, and some students do not require any support. The money that is not spent for this support can be used for enrichment of gifted children.

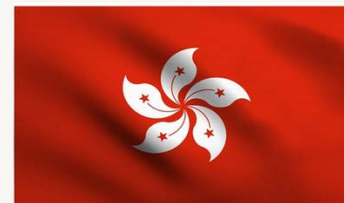
Bremen is the smallest of the three city-states. This city has been governed for 70 years by the SPD, a socialist party, sometimes alone and sometimes as a coalition. The citizens have a very strong attitude against elitism, and supporting gifted children is seen as elitist. Bremen was one of the first German states to introduce inclusion and is very proud of being a pioneer in that area. Inclusion means that all the children, from the severely mentally and physically handicapped to the highly gifted are taught in one classroom. However, at the present time, since there is a lack of sufficient teachers in all the states, Bremen doesn't have enough staff for their children with special needs. Due to this shortage, only one school for mentally and/or physically handicapped children remains (the rest have been abolished). This school has space for 80 children, but they currently have approximately 180 enrolled. Many parents whose children are handicapped and their needs are not being met at the regular school prefer to send their children there. For bright and gifted children there are still a few grammar schools; however, the (leftist) teachers' union is working to abolish these.

About ten years ago, two schools, a primary and a secondary school, began to make offers for gifted children inclusively. A professor was responsible for developing this program. She declared that everything that was accepted in the rest of Germany and worldwide as “state of the art” was obsolete: no acceleration in the form of placing them in a grade that fits their development, no revolving door, or pull-out options. It's all done “inclusively,” which means, as the gifted population already knows, the minimum of what is required is what actually occurs and that these students get very little attention.

Bremen is taking part in LemaS. Because of its size, there should only be three schools involved, but that number was expanded to thirteen, resulting in resources being spread more thinly.

The local football club has not been doing too well lately. They are planning a “High-Performance Centre” including a boarding school for all sports, but will mostly focus on soccer. The building will be built, but they are currently deciding where it will be built and who will be responsible for paying for the structure. There is only one area where everyone in Bremen is all for elitism.

Submitted by Annette Heinbokel (Annette.heinbokel@swbmail.de)



The Gifted Education Fund, established by the Education Bureau of the Hong Kong Special Administrative Region (HKSAR) in 2016, has been instrumental in enhancing the development of gifted education in Hong Kong. With an initial injection of \$1.6 billion HK dollars (approximately \$205 million US dollars), the Fund aims to support the Hong Kong Academy for Gifted Education, implement recommendations from the Advisory Committee on Gifted Education, and encourage providers to offer advanced learning programs for gifted students.

Now in its seventh year of operation, the Fund has subsidized a range of out-of-school advanced learning programs covering various disciplines, to expose gifted students to high-quality and challenging learning experiences. Some notable and unique new programs include: “Big Energy Data Collection and Analysis of Domestic Electric Energy Consumption,” “Tomorrow's Leaders in Hong Kong Testing and Certification (T&C) Industry,” “AIoT Coding and Engineering Skills Education for Gifted Students,” “To Learn AI-based Real Problems Solving Skills in a Playful Environment for Gifted Students,” “Mastering AI Skills through Gamification,” and “Engaging Gifted Students in Inquiry to Meet the Sustainable Development Goals (SDGs) Proposed by the United Nations Foundation.”

One remarkable trend evident in gifted programs in Hong Kong is the inclusion of artificial intelligence (AI) and the integration of the “Arts (A)” into STEM education, leading to the promotion of STEAM education. Efforts have been made to enhance students’ creativity, critical thinking, and problem-solving skills through STEAM education in hopes of providing a well-rounded education that fosters gifted students’ holistic development.

Another new element in Hong Kong is the collaboration with Mainland China in promoting gifted education. The Hong Kong SAR government has emphasized the importance of this collaboration with Mainland China to nurture gifted students in both settings. Efforts have been made to strengthen exchanges and cooperation with Mainland educational institutions to provide more opportunities for gifted students and to leverage resources and expertise from Mainland China.

The Hong Kong SAR Government has also introduced a university admission scheme to recognize the exceptional talents of local secondary students. Often these talents may not be fully identified by the public examination titled the Hong Kong Diploma of Secondary Education (HKDSE). The School Nominations Direct Admission Scheme (SNDAS) is a “program-student matching exercise” that provides opportunities for secondary students who have demonstrated outstanding talents and interests in specific disciplines/areas to be considered for direct admission to local universities without making strong reference to students’ academic scores on public examinations. The SNDAS provides an alternative pathway for talented students to gain direct admission to local universities based on their proven exceptional talents and interests. It recognizes that academic performance alone, as measured in examinations, may not fully reflect a student's talent and potential.

In 2023/24, over 220 publicly funded undergraduate programs from eight universities have participated in SNDAS. The programs cover a wide range of disciplines providing students with increased options to pursue their academic interests. Successful SNDAS nominees will receive firm offers before the release of their public examination results, which is unprecedented. This has marked a new era and a change in mindset of university education admissions and talent development in Hong Kong.

SNDAS allows students to showcase their abilities in specific disciplines/areas and pursue their passion at the university level. For example, under this scheme, in the 2022/23 SNDAS exercise, a talented teenage female singer in Hong Kong, Gigi Ming-hay Yim, was admitted to an undergraduate program at the Hong Kong Polytechnic University as a result of winning a TV singing competition and several other awards, with later appearances on national TV shows making history on *New York Times* billboard.

Submitted by Joe Tsui (joetsui@eduhk.hk), Serene Chan, Ricci Fong, and Mantak Yuen



Ireland's current educational policy is centered on inclusivity, emphasizing the integration of students with special educational needs into mainstream schools. The responsibility for catering to the educational requirements of highly able students lies with individual schools, ideally receiving support and guidance from the Department of Education. In Ireland, the concept of gifted education started to gain traction in the 1990s after being largely overlooked in policy.

The Special Education Review Committee, established in 1993, sought expertise from those working within special education, and within the subsequent report, produced the first Irish definition of giftedness. The Irish Education Act of 1998 later laid the legislative groundwork for primary and secondary gifted education, affirming each student's entitlement to education suitable to their needs and abilities. Since the 90s, progress in drawing attention to the needs of gifted students in Ireland has been slow. However, recent positive developments are evident in programs and research initiatives which is encouraging.

In Ireland, there is no specific curriculum tailored for gifted students, but schools are encouraged to offer differentiated and challenging learning experiences. Some schools may provide extension classes or specialized programs, although this isn't universally or even widely implemented. However, school evaluations, overseen by The Inspectorate within the Department of Education, increasingly encompass gifted education, with inspectors promoting appropriate challenges for highly able students, fostering best practices.

Beyond mainstream education, the Centre for Talented Youth, Ireland (CTYI), a non-profit organization based at Dublin City University (DCU), is the only provider of gifted education programs in the country. Established in 1992, CTYI has engaged over 90,000 students through summer courses, online classes, and Saturday programs. CTYI's outreach initiatives include the Young Student program (ages 6-12), Older Student program (ages 12-17), Centre for Academic Achievement (CAA) for socioeconomically disadvantaged students, Early Research & Projects Network (ERPN), and Early University Entrance (EUE) for Transition Year students. This year, CTYI catered to the academic needs of approximately 6,000 students in Ireland.

CTYI's primary goal is to meet the academic and social needs of highly able students by challenging them at a level and pace suited to their abilities, allowing them to maximize their potential. In addition to academic programs for students, CTYI actively engages in research in the field of gifted education to enhance their offerings and advocates for gifted children nationally and internationally. Currently, CTYI is conducting research in several areas including gifted disadvantaged students, gifted LGBTQ+ students, differentiated instruction for gifted students, and supporting twice exceptional students. This year they published "*Students with Gifts and Talents: A Resource Guide*," a best practice booklet for gifted education aimed at students, parents, educators, and policymakers. This resource is a culmination of 10 years of research conducted jointly by CTYI and the Center for Gifted Education (CFGE) at William & Mary, detailing the experiences of gifted students, highlighting and celebrating the diversity of this group and showcasing working strategies to connect with students in challenging situations.

The trajectory of gifted education in Ireland appears promising, with ongoing efforts needed, particularly in integrating gifted education studies into the training of both in-service and pre-service teachers. There is optimism that these developments are on the horizon.

Submitted by LEEANNE HINCH (leeanne.hinch@dcu.ie)



General Information

The Division for Gifted and Talented Students continued to identify the top 3% as gifted and 4-8% as excellent students. Twenty two thousand and 500 hundred students were identified as gifted and studied in 61 pull out programs in 47 schools that operate gifted classes. Seventeen thousand students identified as excellent students studied in afternoon programs in pullout centers, and 85,000 studied in special programs in schools. The Division's annual budget was \$27,000,000.

Annual Identification Process

The Division uses computerized tests for secondary school students. Seventy five thousand students took the test and of those 900 were identified as gifted. In elementary school, tests are still taken on paper and pencil. One hundred twenty thousand students took the first stage of the test, and, of those, 25,000 students took the second stage of the test, of whom 4,500 were identified as gifted. The Division worked to close the gap between girls and boys mainly in elementary school, demanded school gender equal reports on the second stage of testing, and initiated other publicity and parent awareness activities. All tests were funded by the Ministry of Education.

Programs for Excellent Students

National programs were expanded in secondary school including cooperation with academic institutions. Fifteen hundred students participated in Future Science Center (Alpha, Idea, and Odyssey). Thirty two hundred 9th to 12th grade students studied in the Academy in High School program, which combines academic studies in high school as an alternative to regular matriculation exams. Identification of students of Ethiopian origin, coming from Israel's periphery, increased by 30% in general and by 45% in elementary schools. Teacher support was the focus of much work.

Catering for Gifted and Excellent Students in the Regular Classroom

The program was expanded to 86 schools and included guidance from the school educational team for the promotion of excellence and application of a holistic (pedagogical, emotional, and social) approach. The Division team has constructed a pedagogical program, shared with schools, and initiated a mini-conference for hundreds of school principals in cooperation with the Elementary Wing in the Ministry of Education.

Gifted in Unique Fields

It is the fifth year that the Division has been identifying and nurturing gifted students in the area of music. Three hundred fifty students from secondary schools are considered gifted in music, based on unique tests that were developed in the field, and receive special adaptations and enrichment fitting their talent. In 2023, a second pilot of nurturing students in plastic arts was initiated in cooperation with the leading academy in Israel.

Gifted and Excellent Students in the Orthodox Society

The identification process was expanded to the Orthodox society, incorporating more than 100 schools, and a special center was opened for this unique community.

Future Science Center activities

The Division, together with the Maimonides Fund's Future Science Center, operates national programs for gifted and talented high school students throughout Israel. Students are involved in academic studies and conduct research projects, within a framework that includes social activities and social-emotional support, in universities. This year, the students were exposed to the forefront of research through several special events. Students from the Odyssey program, who study academic courses while in high school, embarked on an educational tour to CERN, the world's largest center for particle physics research, where they participated in diverse lectures presented by leading physicists. Students from the Alpha program for academic research showcased their research at the ILANIT Experimental Biology Conference alongside top biologists from Israel and around the world. Approximately 150 students from various Future Science Center programs participated in a unique conference with the 2023 Wolf Prize laureates. They engaged in discussions with laureates and renowned researchers in their respective fields.

Professional Development

The Division offered courses nationwide for more than 2000 teachers that studied pedagogical, emotional, social, and moral aspects related to giftedness. In addition, the Division offered a special development course for student teachers focusing on promoting gifted and talented students in the regular classroom.

The 3rd International Thematic Online Conference on Teaching Gifted and Able Students, supported by ECHA and the Division, was initiated and chaired by Dr. Hava Vidergor and Dr. Roxana Reichman. The conference took place at the Gordon Academic College of Education in March 2023. More than 200 scholars from 20 countries attended. Fifty five papers, workshops, symposia, and posters were presented by 70 scholars. Among the keynote speakers were Prof. Joyce Van Tassel-Baska, Prof. Robert Sternberg, Prof. Albert Ziegler, and Prof. David Passig. A special issue of Multicolors Journal will be published featuring selected articles by scholars.

Submitted by Shirly Miedijensky (Shirley_m@oranim.ac.il), Hava Vidergor (havavi@Gordon.ac.il) and Inbal Shani (sz.inbal@gmail.com)

In many Italian Regions, initiatives are underway to increase the number of gifted children. In Veneto, an association based in Verona is organizing different conferences with many gifted professionals as speakers and is preparing numerous activities for children. Friuli Venezia Giulia, a new association founded a few months ago, has received excellent media coverage and is contributing to the diffusion of the theme of giftedness. At Emilia Romagna, an important conference was organized by a national section of an international association. Hundreds of people attended this conference in Ravenna. This association has recently opened some activities for gifted children. Also in Emilia, during one of the most important literary competitions, National Prize for Fiction and Poetry “Alda Merini,” a gifted boy’s story about the difficulties that gifted children experience and how some gifted children feel the need to hide their potential was honored with an award. Calabria organized “Giftedness Week,” where daily events were created by a collaboration of gifted professionals and online debates were organized as well. In Tuscany, a dialogue was undertaken with political representatives to try to achieve school inclusion of gifted children in the Region. In Piemonte, the topic of giftedness and twice exceptionality was addressed as part of an important Italian book event.

Training for teachers also continues. Many courses involve hundreds of teachers who are approaching/continuing their studies in the world of giftedness. For example, while waiting for national legislation to value gifted students, a high school in the city of Vicenza has included in the “three-year educational offer plan” (PTOF) the actions to take if a student takes his giftedness evaluation at school. This plan provides gifted students with the opportunity to develop their intellectual and emotional potential with the assistance of a Personalized Didactic Plan (PDP).

This plan provides these gifted students, according to the Regional Guidelines for Gifted Children, the adoption of special education services that develops the intellectual and emotional potential of these students with the collaboration of external experts and the possibility of making a Personalized Didactic Plan (PDP).

In the last two years in Italy, the interest of schools has been to significantly increase training courses and training proposals by associations and professionals. After receiving gifted education training, several teachers have designed and implemented learning units to support gifted students to include emotional strategies that will benefit the whole class. We hope that gifted education courses will continue in schools.

In the last year, many associations, families, and specialists have committed to organizing events, meetings, webinars, and conferences, in person and remotely, to include dialogue on giftedness that should eradicate the myths about this topic. The goal is to move away from the prejudice and false beliefs around “giftedness.” There is still a missing law that would fully recognize the needs and requirements of gifted students in the class and protect their rights to receive special education that could ensure they receive a suitable educational path that guarantees their psychophysical well-being in all school settings.

There is also a need for training on the acknowledgment of giftedness by specialists working in the public health sector (local health authority, etc.) to avoid misdiagnosis of gifted children.

Concerning the correlation between parents and gifted children, important research was conducted by Dr. Morena Farese at the La Sapienza University of Rome. She found similarities and differences in personality and behavior between the two groups as she analyzed approximately fifty families with gifted children.

Submitted by Ermelinda Maulucci (ermelinda.maulucci@gmail.com), Marta Cattaneo (martacattaneoctl@gmail.com), and Emili Amodio



Deokoro Magnet Educational Foundation (DMEF), the main flagship organization in Jamaica and the Caribbean Region, has provided specialized gifted education (K-13) and initiated and maintained organizations, projects, and various support services for gifted, talented, creative, and innovative children and youth for decades. The Caribbean Center for Giftedness & Creativity (CCGC) is the epicenter for providing various support services to meet the diverse needs of gifted and talented children, their parents, teachers, researchers, and significant others interested in their education and well-being in the wider Caribbean community.

In May, the CCGC launched the Caribbean Registry for Gifted Children, Youth, and Gifted Ex-child. This first-of-a-kind database recognizes, identifies, validates, and keeps an authentic record of individuals in Jamaica, the Caribbean Region, and Diaspora. A new initiative introducing the POPIN Gifted Clubs in Schools at the high school level is underway. This initiative provides assessment, identification, 'treatment'/enrichment, and teacher training through professional development for associate high schools region-wide.

This report acknowledges the magnanimous work of preparatory/primary schools, high schools, sports academies, clubs, and organizations facilitating the training of our nations' gifted and talented children in diverse domains, while focusing on sports. Jamaica's long history of excellence in sports, especially training of gifted athletes in track and field events, football, swimming, martial arts, and netball, resumed after COVID-19 with the staging of traditional annual inter-school sports competitions among preparatory and high schools. The culture of training athletes (K-13) for these annual competitions produces Jamaica's world-class gifted athletes. Programs and institutions traditionally responsible for honing the innate skills of gifted and talented Jamaica-Caribbean youth include the ISSA/Grace Kennedy Boys & Girls Annual High School Track & Field Championships held by the Inter-secondary Schools Sports Association (ISSA). March 2023's championships saw greater involvement of over 100 student-athletes from 20 other countries participating in the five-day spectacle (88 boys' and 91 girls' teams utilized the full capacity of the National Stadium).

Jamaica Independent Schools' Association (JISA) Little Caesar's National Preparatory School Championships held in June 2023 saw 57 schools with more than 1,800 junior athletes competing in many areas of track & field events.

Aquatic Sports Association of Jamaica (ASAJ), the national governing body for aquatics, registers clubs in three disciplines: swimming, water polo, and artistic swimming. Jamaica fields gifted swimmers and teams for international events: Goodwill, CARIFTA, CCCAN, and Olympics. Talented swimmers of various age groups island-wide develop their skills and compete in these events. Blue Marlin Swim Club is acknowledged for sterling foundational work with the majority of talented swimmers from the western region. Ten swimmers from the West made the 2023 national team, representing Jamaica at various international events, including the World Aquatics Junior Swimming Championships Netanya 2023 in Israel in September.

DMEF collaborates with other effective education providers whose methods have proven very helpful for our diverse learners. Two tried and proven programs highly recommended for gifted and talented learners in K-13 are: The Learning Success System (LSS) and BLISS Delta Learning System. LSS is an at-home educational therapy system designed to treat specific learning disabilities. Employing cutting-edge neuroscience research, this simplified method enables parents to work at home with their children to overcome learning difficulties. The main three-part strategy includes: calming the emotions, incorporating the body, and building up the foundational skills of learning. Building up these skills, relieving stress, and incorporating the body are done with simple exercises, designed by experts from various disciplines.

Congratulations to Dr. Vivienne DeOkoro who was appointed as Consultant-Advisor to the Board of Spelling Bee of Canada (SBOC). Plans for collaboration between SBOC and DMEF to bring together gifted spellers and gifted children of the Caribbean to learn about each other's culture and shared academic experiences are now being contemplated.

We invite individuals involved with gifted and talented children throughout the Caribbean and Diaspora to connect and collaborate with us in ensuring the welfare of our Region's high-ability children and youth. Let us share YOUR information with the world in our future report!

Submitted by Vivienne DeOkoro (videokoro@gmail.com)

KAZAKHSTAN



Since January 2023, the Corporate Fund "El Umiti Fund" (formerly "the Elbasy Academy") has worked to identify and develop the abilities of children and youth. "El Umiti Fund" consists of several centers each of which carries out its activities to create a favorable ecosystem for the development of children and youth of Kazakhstan.

The Center for Diagnostics and Development of Children and Youth, one of the main centers, hosts project "Qabilet," which is aimed at diagnosing and developing the talents of children and youth. Over ten months in 2023, 49,277 school children underwent soft skills diagnostics on the "Qabilet" IT platform. Of those, 1,707 schoolchildren were invited to the regional Qabilet Services for in-depth diagnostics. Eighteen of the children passed the 2nd step of testing.

More than 450 school psychologists from six regions learned the basics of modern technologies and methods for diagnosing abilities at the training, "Methods for diagnosing abilities and developing '4 C' skills in school-age children."

The 1st International Forum of Psychologists focusing on "Current Issues in Diagnostics and Development of Abilities and Gifts of Children and Youth" was held jointly with the Ministry of Education of the Republic of Kazakhstan. The total number of participants was 300. The following speakers were invited: Dr. Szilvia Fodor, Hungary; Csilla Fuszek, Hungary; Dr. Mojca Jurishevich, Slovenia; Marina Urazova, Uzbekistan; and Chynara Shakeeva, Kyrgyzstan.

Two employees of the Fund were trained at the VII international summer school course, "Theory and practice of test development: applied psychometrics in psychology and education," in Yerevan, Armenia. An educational tour-seminar to study the education system in Hungary and the Czech Republic that supports gifted children was organized jointly with The European Talent Center Budapest. Employees of the El Umiti Fund together with Directors of the Regional Centers for Gifted Children "Daryn" (State Centers of Additional Education for Children) of Shymkent City, Almaty City, and Mangistau region visited the European Talent Centers in Budapest, met representatives of the Ministry of Education, Youth and Sports of the Czech Republic, and visited several schools specializing in identifying and supporting gifted children.

Project, “ONLINE SCHOOL “BIRGE OQÝ,” aims to reduce educational and information inequality for children from rural areas. In 2023, more than 8,800 children received access to the Birge Oqý online school portal. The online school platform hosts 16 courses, including planned courses on Olympiad preparation (physics, chemistry, mathematics), “Assyk - National Heritage,” and “Life Skills.”

A “Web Hackathon” was held (an IT Olympiad for schoolchildren aged 12-17 in website development and web design). There were 479 registered participants, more than 150 works, 41 finalists, and 4 categories of winners. The IT Olympiad had 200 registrations, 50 entries, and 32 finalists in seven categories.

The role of a teacher is very important in the creation of a unified educational ecosystem of children and youth. The SMART USTAZ project is aimed at developing the personal and professional qualities of teachers and school psychologists. In 2023, more than 1,200 teachers completed training in Russian and Kazakh. Additional education and certification programs have been developed for the preparation of students in grades 7-9 (mathematics, physics, and chemistry) in the Kazakh and Russian languages.

A competition among teachers was held on April 25, 2023, and a Training of Trainers was held for the winners of the competition at the end of the second quarter of 2023 in Astana. There were 16 teachers who completed their trainer status. An express course of practical skills has been launched on the portal (<https://smartustaz.kz/>) for stigma prevention and case management. The history of Kazakhstan's Independence from 1991 to 2019 has been digitized, and the annual Republican Olympiad on the history of Kazakhstan “Tauelsizdik Dauri” began.

Summer Camp

In June 2023, 109 creative young people aged 14 - 18 years old, with strong leadership qualities and an active lifestyle, from among the participants in El Umiti initiative projects from all over Kazakhstan took part in the summer camp. Leading trainers of the SmartUstaz projects, the Qabilet Service, as well as artist-teachers at the Children's Art School of Astana (member of UNESCO) were involved in conducting trainings and master classes. The Camp program included training and master classes on the following topics: emotional intelligence, financial literacy, effective thinking skills, the 4C's – critical thinking, creativity, communication, and collaboration, the art of self-presentation, painting, and other creativity and communications topics.

The Educational Online Game

“TƏUELSIZDIK DOUIRI” (Independence Era), has been developed and certified. The online game complies with state educational standards, and the tabletop version of the game has been redesigned for further production. The mechanics of the game have been updated, the development scenario has been doubled, tests have been added, and the Midjourney neural network has been applied. A training course for teachers has been developed and included in the Smart Ustaz course catalog. Eight tournaments were held, four of which took place in other cities. The total coverage is about 500 participants. The game has been successfully integrated into the debate movement “El Umiti Debat Eli.” 68,000 game sessions have been played, of which 34,000 have been completed with victories.

Mobile Application

“ZERE” is being developed. The goal of this project is to continue the development of gamification in education. ZERE is a mobile application that integrates educational mechanics (game solutions) in physics, computer science, mathematics, and Chinese for students in grades 5-11. The direct application of the simulator is preparation for the Olympiad. ZERE content complies with state educational standards and is adapted for preparation for exams and Olympiads for students in grades 5 – 11. We are currently testing and loading content into the mobile application.

Next Steps

We would like to create an efficient system for developing children and youth focused on supporting young scientists. “Today the Fund” currently runs a school of sociologists.

Based on the results of a two-stage competition procedure, 55 students were selected (70% sociologists and the remaining students were political scientists, social workers, etc). Thirty eight percent of these students have bachelor’s, 43% of the students have a master’s degree, and 20% of the students held a Ph.D. or were pursuing the degree. The average age of participants was 25 years old, and the majority of them were from the city of Astana.

The free eight-month training program consists of four educational modules, each of which includes a workshop and two online courses. The teaching staff of the school consists of more than 20 lecturers, mentors, and curators of research projects from Kazakhstan, the USA, Russia, the Netherlands, etc.

The training program is structured for social and humanitarian specialists, including training in data science skills. Students take online courses on “Programming in R,” “Fundamentals of Statistics,” “Spatial Analysis,” and “Network Analysis.” Participants are given six months of access to paid IT specialists through DataCamp.

All social projects are sponsored by the Nursultan Nazarbayev Foundation, a private foundation.

Submitted by Assel Amanzholova (asselas@gmail.com)



National Plan for Gifted Education

Gifted education in Korea is guided by two National Plans developed every five years. One is the Master Plan for the Promotion of Gifted Education by the Ministry of Education, while the other is the Master Plan for Excellence in Education, specifically designed for gifted students in scientific areas by the Ministry of Science and ICT. Last year, the 5th Plan Master for the Promotion of Gifted Education (2023~2027) and the 4th Master Plan for Excellence in Education (2023~2027) were implemented.

The 5th Plan Master for the Promotion of Gifted Education aims to identify diverse hidden gifted children such as highly gifted or disadvantaged gifted students and support the needs of each individual. It emphasizes the reinforcement of gifted education in software and Artificial Intelligence (AI) as well as other fields such as humanities, social sciences, and the arts. It contains the plans for the establishment of a gifted school for AI and increasing gifted classes and institutes in software fields. Additionally, it plans to support gifted schools and institutes in managing their students’ performances and results, focusing on their future career prospects, not limited to medical schools.

The 4th Master Plan for Excellence in Education emphasizes the diversity of participant students in science-gifted programs. It aims to strengthen connections among gifted centers across ACEAN 3 + countries to establish a global hub. This plan also focuses on fostering the future capabilities of science-gifted students and supporting their engagement in social contribution activities.

Academic Association News

In Korean Gifted Education, ChatGPT has emerged as a prominent topic in academic circles. At the Korean Society for the Gifted Spring Conference at Jeju in June 2023, Gapsoo Kim, Professor of Computer Science Education at Seoul National University of Education, was the keynote speaker. He discussed the trajectory of gifted education in the age of GPT, emphasizing the imperative for the continual development of critical and creative thinking skills. Kim highlighted the necessity of producing results through effective communication, both with other individuals and AI machines. He stressed the importance of communication skills, literacy, and machine literacy which will be more important in future gifted education.

The Korean Society for the Gifted and Talented conducted its spring conference on June 10, 2023, centering on the theme “ChatGPT and the Future Gifted Education” at Hoseo University. Daesuk Kim, Professor of Education at Konju National University, was the keynote speaker. His discussion encompassed digital literacy, digital citizenship, and the cultivation of creativity in education. He emphasized the significance of critical thinking, problem-solving skills, hands-on education, and envisaged a reduction in traditional knowledge-based public education methods.

Submitted by Kyung-Sook Lee (klee@konyang.ac.kr)



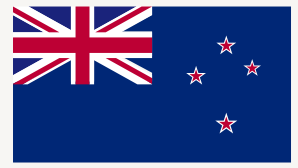
Drs. Maya Antoun and Anies Al-Hroub were elected by the Lebanese Ministry of Education to serve as members of the Inclusive Committee. This committee is responsible for writing Inclusive Education policy/policies and developing a roadmap for inclusive education in the country. Drs. Antoun and Al-Hroub worked specifically on the policy and roadmap for Gifted Education in Lebanon.

There were also several published articles and a book produced recently including:

- Al-Hroub, A. (2023). Evaluating gifted education in Palestine: A study of educational and learning capitals. *Cogent Education*, 10, 1-31. <https://doi.org/10.1080/2331186X.2023.2240931>
- Al-Hroub, A. (2023). Rethinking gifted education in Jordan: An analysis of the role of educational and learning capitals. *Cogent Education*, 10(1), 1-21. <https://doi.org/10.1080/2331186X.2023.2203591>
- Antoun, M., & Plunkett, M. (2023). A roadmap for change: Charting the course of gifted educational provision in Lebanon. *International Journal of Educational Reform*. Published online. <https://journals.sagepub.com/doi/10.1177/10567879231163538>
- Jouni, N. & Al-Hroub, A. (2023). *School Inclusion in Lebanon: Integrating research on students with giftedness and learning disabilities*. Springer Nature.

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

NEW ZEALAND



The New Zealand Ministry of Education maintains a small Gifted Expert Advisory Panel which from time to time is asked to comment on the needs of gifted learners and on proposed measures to meet those needs. The Ministry includes the gifted field in its Study Awards for teachers and in funding for the Massey University post-graduate specialist teaching degree which includes a gifted option. The Ministry also has a website for teachers covering all aspects of the curriculum including a segment on giftedness. This website is in the process of being updated and re-named as Tāhurangi. The gifted component is also being updated but is expected to be uploaded in early 2024.

Building on its long history in the field, the Massey University course continues to be one of the two major opportunities available to teachers wishing to upskill in the gifted field. The REACH Education Certificate course, also with a long history, provides the second. Both meet the criteria set in the World Council's statement on Global Principles for Professional Learning in Gifted Education.

A unique feature of gifted education in New Zealand is the development of "One Day School" programs. Beginning back in 1996 at the then George Parkyn Centre for Gifted Education, this concept involves children being released by their schools to attend a centralized gifted programme for one day every week that is taught by specialist teachers in the field. Currently, the two major providers of these programmes are Enrich@ILT in Invercargill and MindPlus at various locations, but there are also several smaller providers in different parts of the country. These programmes are generally reliant on community funding, but may receive partial funding from local schools or parental fees. MindPlus is provided by the New Zealand Centre for Gifted Education which also offers several professional development opportunities for teachers.

Future Problem Solving (FPS) offers another avenue for gifted students. While small in scale, FPS in New Zealand continues to produce award-winning participants in international FPS competitions.

The New Zealand Association for Gifted Children continues to provide support for parents and children through its branch activities and library. Information on topics such as finding assessors and much more can be discovered in these resources. The New Zealand Association is beginning to look forward to its 50th anniversary in 2025.

Submitted by Rosemary Cathcart (reacheducation@xtra.co.nz), Deb Walker (d.walker@massey.ac.nz), and Francesca Hickey (fhickey@avonside.school.nz).

POLAND



This report provides an overview of gifted education in Poland, emphasising its significance in identifying and nurturing intellectually advanced students. It covers policies, programs, challenges, and potential improvement recommendations. The current applicable education laws indicate that a gifted student is considered a student with special educational needs. Poland has a history of recognizing the needs of gifted students, with the Ministry of National Education overseeing policies and awarding the Minister's scholarship for notable achievements in science, art, and/or sports at the university level.

Gifted education programs in Poland include enrichment programs, acceleration options, mentorship initiatives, and other strategies implemented to challenge and support the development of gifted students. Among these programs it is important to note the work of the National Fund for Children that was established in 1983. It is an association uniting scientists, artists, and researchers with the goal of fostering the talents and passions of young people through free workshops, camps, scientific internships, concerts, and exhibitions for students from all over Poland. The “Gifted” program offers diverse free activities, providing young people from various backgrounds access to the latest in science and culture (<https://fundusz.org/program-zdolni/>). Parallel with the Fund are other regional programs successfully supporting gifted children in Poland like the program “Talented from Pomerania,” which was initiated by the Pomeranian Voivodeship Self-Government. This Program aims to provide particularly gifted students with appropriate support for their development through proper diagnosis of talents and adequate forms of assistance, enabling the acquisition of the following key competencies: mathematical and basic scientific-technical competencies, information technology skills, learning skills, social skills, initiative, and entrepreneurship. The project also supports teachers and psychologists/pedagogues by allowing them to acquire additional competencies in working with exceptionally gifted students (<https://zdolnizpomorza.pl/>). There are also programs supporting the development of creativity, ability of critical thinking, and problem-solving. Among them is “Odyssey of the Mind,” an international educational initiative in the form of a creative problem-solving competition established in Poland by Józefa Sołowiej in 1989 (<https://odyseja.org/>). Another program, “Explory,” is a competition created for young science and new technology enthusiasts who want to develop their interests, meet inspiring peers, and learn about the behind-the-scenes work of a researcher (<https://www.explory.pl/2023/>).

The effectiveness of gifted education is closely tied to the training and professional development of teachers and we recognize the need to enhance the preparedness of teachers in Poland to work with gifted students. Nevertheless, there is an observable increase in the inclusion of subjects related to gifted education and creativity development in teacher training programs. Teachers can further enrich their knowledge in the field of gifted education through postgraduate courses offered by both state and private universities, as well as by attending scientific conferences. In 2023, several conferences addressed questions related to gifted education, including the “Trajectories of Giftedness Development” at MGU, Warsaw,, and the “Intercultural Conference on Art Pedagogy” atPU, Ustka.

Polish scientists contribute to the advancement of knowledge in the field of giftedness by conducting and publishing their research findings. For instance, Wiesława Limont (2010) addresses the characteristics and early identification of gifted students, developmental risks, learning difficulties, educational concepts, and program examples in her book. Sylwia Gwiazdowska-Stańczak and Andrzej Edward Sękowski (2018) wrote a book about the interdependence between how gifted children perceive their families and their academic achievements. Małgorzata Stańczak (2019) provides a book about the experiences of families in discovering and developing the abilities of their gifted children. Tomasz Knopik's (2022) guide for teachers and parents includes an overview of current scientific insights into giftedness as well engaging exercises and tasks for gifted children. Additionally, in 2023, a Polish translation of the WCGTC Global Principles for Professional Learning in Gifted Education was prepared.

Parents of gifted children can receive professional support at the Specialized Psychological and Pedagogical Advisory Centre, “University for Parents.” Operating since 1991, the Centre has assisted parents in recognizing their children's abilities, fostering their development, and addressing issues that may arise during the development of a gifted child (<https://www.sppp-udr.org/rodzice-dzieci-zdolnych/>).

Among the potential improvement recommendations, it is necessary to mention the implementation of programs for early identification of gifted students, enabling timely interventions and providing continuous training for educators to better address the unique needs of gifted students at an early age. Additionally, promoting parental involvement through workshops and resources to foster collaboration between parents and educators will be beneficial as will supporting mentorship programs that connect gifted students with experts for guidance and real-world insights.

In the future, Polish specialists in the field of gifted education can further strengthen their commitment to nurturing the talents of gifted students, ensuring a brighter future for the nation.

Submitted by Maria Aleksandrovich (maria.aleksandrovich@upsl.edu.pl)

SOUTH AFRICA



On 16 November 2023, there was another Creativity Café event. Eleven years ago, the first Creativity Café at Frescatti coffee shop marked the beginning of a remarkable creative journey. The exceptional creativity leader, Deon Roux, shared his transformative and creative experiences that led to unprecedented success in both life and business. The event was once again a huge success.

The 13th International Conference on Mathematical Creativity and Giftedness (MCG), the first of its kind in Africa, was held February 20-23, 2024, at the Central University of Technology, Faculty of Humanities, with the theme: "Mathematical Creativity and Giftedness in Diverse Educational Settings."

The conference is designed to provide a unique platform for Mathematics educators to engage with cutting-edge ideas and practices in mathematical education. The carefully curated program includes an exciting line-up of keynote speakers addressing critical topics aimed at promoting mathematical creativity and giftedness across various educational contexts. Delegates from around the world will also present research papers and reports. This diverse range of topics ensures that the conference will serve as a platform for fruitful debates and opportunities for interaction among professionals at all levels with interdisciplinary interests.

Another event on the horizon is ACRE28 from 5–8 March 2024 at Klein Kariba, Bela Bela. Unlock your creative potential at ACRE28's "Radical Creativity for Radical Times!" event. Interesting and amazing discussions to look forward to include Creativity in Education: Nurturing the Next Generation of Radical Thinkers; In Search of E. Paul Torrence and His Relevance in the Journey to AI; Navigating Uncertainty: Creative Problem-Solving in Turbulent Times; Stress: The Salt of Creativity; Growth Hacking Mindset: Scaling Up Creatively; Mindful Teaching: The Role of Mindfulness in Creative Education and many more.

Submitted by Annari Milne (annarimilne@gmail.com)

URUGUAY



Although we had some great advances developed by our School of Educational Sciences at the Universidad de la Empresa (UDE) and our research group, Grupo de Investigación en Altas Habilidades/Superdotación (GIAHSD), governmental services to gifted students are still inexistent. A study was developed by some inexperienced newcomers in the field and presented by the Ministry of Education at the end of 2019, estimating there were only 18,000 Uruguayan gifted elementary students. This number only included the urban schools within the country's capital and had methodological errors, but was the number printed by the local press. A new study is currently being developed, again with a sample only from urban schools in the capital and two other small departments (states) around it. These results clearly cannot be generalized for the whole country, with many rural, and other kinds of schools, where we estimate a total of 100,000 gifted students.

During 2023, the Inclusive Department of Education offered a 60-hour online course on giftedness, mainly attended by parents, and this year it will be repeated in the same way with limited vacancies.

Our Research Center (Centro de Atención e Investigación en Altas Habilidades/Superdotación Dr. Joseph Renzulli) incorporates the GIAHSD, integrated by Ph.D. and Masters from Brazil, Chile, United States, and Uruguay, which continues offering identification services, workshops for students, parents, and interested public. This platform, developed voluntarily by experts, gives guidance and information to students' mentors who offer their aid in Literature, Geography, Anthropology, Emotional Intelligence, Music, Biology, Astronomy, Chemistry, Natural Sciences, and History, as well as provides a virtual library on giftedness.

The specialization on inclusive education for gifted students, twice selected to be partially financed by the National Research and Innovation Agency (ANII), was offered at the School of Educational Sciences of UDE and successfully ended in August 2021 with 80% of the students finishing the 450-hours course. Most of these experts are identifying and attending to gifted students in addition to spreading their knowledge in the schools where they work, as well as in GIAHSD.

Our adult group continues to grow (with those identified by GIAHSD) who find our space safe to exchange ideas, feelings, fears, challenges, and expectations.

Our study group is also growing with Master's and Doctoral students researching giftedness at our School of Educational Sciences, as well as others from different universities and countries interested in learning and exchanging knowledge.

Dr Pérez-Barrera is editing a peer-reviewed book written by Brazilian, American, Arabian, Argentinean, and Uruguayan authors, and, prefaced by Dr. Joseph Renzulli.

Last year, Dr. Pérez-Barrera presented the results of a study on socioemotional aspects developed with 103 South American gifted adults at the 18th Conference of the European Council for High Ability. From there, the Phoenix International Research Group was created, joining 46 researchers and professionals from Argentina, Brazil, Canada, Chile, Colombia, Cyprus, Czech Republic, Denmark, France, Germany, Greece, Hong Kong, India, Indonesia, Jordan, Lebanon, Mexico, Netherlands, Peru, Saudi Arabia, Slovenia, South Korea, Thailand, United States, and Uruguay to continue the study. This group adapted the original Spanish questionnaire and translated it into English and the other necessary national languages. Then, 1,055 participants answered 45 questions which are currently being analyzed. This is one of the greatest studies in the world whose results will be socialized in future events, papers, and books.

Together with the Brazilian Federal University of Paraná (UFPR), Federal University of Piauí, Federal University of São Carlos, State University of Mato Grosso and Federal University of South and South-East of Pará; the Chilean Universidad de Santiago de Chile, and UDE, we have recently selected a project to be financed by the National Council of Research and Technology and the Ministry of Science and Technology of Brazil. The “Adult Gifted Women Lately Identified or Unidentified” project will study the intersectionality among socioeconomic, cultural and gender aspects during 2024.

Finally, perhaps one of the most important news of our country is the *stricto sensu* High Ability/Giftedness Master’s degree program which was presented to the Ministry of Education to be authorized and should begin next year at the School of Educational Sciences of UDE. The project, which will be dictated by national and international Ph.D. and MS. professors with wide theoretical and practical experience in giftedness, includes three different final diplomas: Professional Mastership, Academic Mastership and Specialization.

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



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. 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

Executive Committee

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

Contacting the WCGTC®

World Council for Gifted and Talented Children
Western Kentucky University
1906 College Heights Blvd, #11030
Bowling Green, KY 42101 USA

Phone: 1-270-745-4123
headquarters@world-gifted.org
world-gifted.org
facebook.com/wcgtc
twitter.com/wcgtc