A Message from the President

Time is passing so fast. It seems like just a short time ago we celebrated our last World Conference in Barcelona, but a year has passed—and in only another year the next World conference begins. The Barcelona local organizing committee, under the leadership of Juan Alonso, is working on the 2001 proceedings which shall be published electronically. All conference participants will be notified how to obtain the publication at no charge; others interested will have access for a fee.

Preparations for the 2003 World Conference in Adelaide, Australia are in full action under the leadership of Ann Matison. You will find more information in this issue. I really hope that a great number of World Council mem-

Broadening the Base of Adult Support for Gifted and Talented Children in the Primary Classroom

By TONY HURLIN, Leader of the Hampshire Able and Talented Child Project, WCGTC Delegate, UK

Hampshire County Council has been a leader in the field of able child education in the UK since 1995. The County’s school improvement strategy for able children is planned and coordinated through its funding of the Hampshire Able and Talented Child Project. As well as publishing a wide range of materials to support schools, the project provides a broad range of professional development programs for headteachers, school governors, able child coordinators (ABCOs), and teachers. Levels of involvement in these programs have been high, particularly for ABCOs. Currently the County has ABCOs, professionally trained and strategically supported leaders of able child education, in more than 90% of its 470 primary schools.

In September 2001 a new and highly innovative program of professional development was offered to teaching assistants in all the County’s primary schools through a series of action-centered learning activities spread over two separate days. The initiative was introduced to increase the number of trained adults to help schools in their provision for able and talented children. The twelve separate units of the program were designed to enhance the role of teaching assistants and improve their confidence and expertise in working with able and talented children. The content of the program and the action-research activities carried out during the two days of instruction have already qualified almost 300 of them as Able Child Assistants (ACAs).

Since 1981, when legislation to improve the quality of learning for children with special educational difficulties was introduced in the UK, the provision of adult support in primary classrooms has centered, almost exclusively, on helping less able learners. These children receive classroom support, either in individual work or small group activities, from Special Needs Assistants. Prior to the start of the program, very few schools offered similar provision for able learners. The professional training for ACAs was introduced to extend adult, classroom support to help teachers meet the individual needs of able and talented children. For virtually all our schools, this was, and still is, a highly innovative and challenging departure from tradition!

So far the County has provided ten separate

Free!
There's still time to win a free registration for the 2003 World Conference in Adelaide, Australia. See page 3 for details.
The World Council for Gifted and Talented Children, Inc. (WCGTC) is a nonprofit international organization dedicated to the needs of gifted and talented children throughout the world. For membership information contact Headquarters:
18401 Hiawatha Street
Northridge, California 91326, USA
Tel: 818-368-7501
Fax: 818-368-2163
e-mail: worldgt@earthlink.net
www.WorldGifted.org

WORLD COUNCIL PUBLICATIONS

World Gifted is the newsletter of the World Council. Published three times a year, it contains the latest news and information concerning the organization, its membership, and the international gifted education community. Any article or portion thereof may be reprinted with credit given to the source. Send all news and articles to Barbara Clark, Editor, clarkbj@earthlink.net or to Headquarters.

Gifted and Talented International, refereed by an editorial review board of leading international gifted educators, is the official journal of the World Council. 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 and is published twice a year. Prospective authors are requested to submit manuscripts or queries to:
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Calendar

September 18–20, 2002
1st State Seminar for the Inclusion of the Gifted and Talented
Brazilian Association for the Gifted (ABSD)
Vitória, Espirito Santo, Brazil
For information, e-mail: ouvidor@npd.ufes.br
Tel: 27-3335-2209, Fax: 27-3335-7905

October 4–5, 2002
3rd Biennial Conference
Irish Association for Gifted Children (IAGC)
“Supporting Exceptionally Able Children: Coping with Complexities
Dublin, Ireland
lgraves@eircom.net

October 9–13, 2002
European Council for High Ability (ECHA) Conference
Rhodes, Greece
www.ortra.com
For information, contact Sagit Ishay, echa@ortra.co.il or by fax at
+972-3-638-4455

October 20–23, 2002
9th National Conference
Australian Association of the Education of the Gifted
& Talented (AAEGT)
“The Gifted Journey: Reflecting Forward”
Powerhouse Museum, Sydney, Australia
For information, contact sueurban@bigpond.com

November 1–3, 2002
49th National Convention
National Association for Gifted Children (NAGC-US)
Adam’s Mark Hotel
Denver, Colorado
For information, contact Lancey Boros, Lboros@nagc.org

March 31–April 2, 2003
Conference of the Americas
CINTERMEX Convention Center
Organized by
Mexican Association for the Gifted,
Mexican Ministry of Education,
World Council for Gifted and Talented Children, and the
American Institute of Monterrey
For further information contact AMEXPAS@prodigy.net.mx

August 1–5, 2003
15th Biennial World Conference
Co-sponsored by the World Council for Gifted & Talented
Children and the Gifted & Talented Children’s Association of
South Australia
“Gifted 2003: A Celebration Downunder”
Adelaide Convention Centre
Adelaide, South Australia
For Information, www.worldgifted.org or
www.gtcasa.asn.au/world.htm
Update from Headquarters

Win a free registration to Gifted 2003!

Two promotional campaigns provide a chance to win a free registration for Australia 2003 World Conference.

This year’s World Council membership drive offers members two ways to win a free registration for the 2003 World Conference in Adelaide. The promotion deadline is December 31, 2002. Contact Headquarters for new brochures, which you can distribute, or direct prospective members to our website at www.worldgifted.org where they’ll find a membership form. Make sure your name is on the application form so we know that the membership is due to your efforts.

“1 by 1”
Sign up one new member and your name goes into a lottery pool. On January 1, 2003, one name will be drawn for a free registration to the 2003 World Conference.

“1 by many”
Sign up the most new members by December 31, 2002 and you automatically win a free registration for the 2003 World Conference.

Thank You!

Maan Quassim Barry, Yemen, for renewing as a Silver member.

Eurotalent Federation, new WCGTC Affiliated Federation, and their President Jean Brunault for their generous $100 contribution to the World Council.

And many thanks to Theresa Gerson, Canada, for her assistance in the Book Review section of this issue. She has also volunteered her services to the Publications Committee.

Alternate Membership Categories

We encourage you to consider renewing your membership in one of the following categories and also to contact community members—businesses, organizations, leaders—who are interested in supporting gifted education. The additional contributions help ensure ongoing member services and 10% of these special category fees are contributed to the newly created Barbara Clark Scholarship Fund, which will assist educators with registration and travel expenses for World Conference attendance.

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News & Ad Deadlines

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For advertising rates, contact WCGTC headquarters at worldgtc@earthlink.net.

DELEGATES & AFFILIATES
Don't forget to send "News from Around the World" and "Calendar" events. If you send photos electronically, make sure they are at least 300 dpi.

Check the World Council electronic Bulletin Board (select “Global Connections” on the website at www.worldgifted.org). Add your comments to a discussion in progress or initiate a new topic for discussion.
FROM FRANCE

Great News!

On April 28, 2002, the Ministry of French National Education, at last, officially recognized that gifted children exist. Special adaptations for them should be in place by the beginning of the 2003 school year. This represents great progress as ANPEIP has fought for 30 years to have specific programs implemented for gifted children.

The key phrase, however, is "no special classes," but there is the possibility of partial regrouping and acceleration. The first action will be to inform teachers about this problem. Research must be put in place, for nothing of this order has yet been done in France.

Another big advance is recognizing the gifted child when she or he is in kindergarten.

These measures have appeared in the official Bulletin of National Education and they immediately generated great interest from heads of schools and teachers. For us remains the task of ensuring that these promises of change become reality.

And we can dream...perhaps we will have an official representative of France at the next World Conference?

Submitted by Monique Binda
Chairman of the Federation of the Associations ANPEIP in France and Belgium;
WCGTC Delegate, France

FROM GERMANY

First Symposium on Gifted Education in Osnabrück, Germany

At the end of February 2002, a 2-day symposium on gifted education took place in Osnabrück, Germany. A more fitting place could not be found: Quakenbrück, a small town nearby, saw the first attempt at forming a German association for gifted children in 1976. In 1978 the first Saturday activities, modeled on the Saturday Clubs of the NAGC, the British association for gifted children, took place in Vechta. Good things sometimes take their time.

About 140 teachers, counselors, principals, and school psychologists attended the symposium. As the majority of attendants were expected to be teachers, the main body of speakers chosen were practitioners in the field.

- Claudia Solzbacher (Osnabrück) gave an overview of how German gifted children have been treated over the centuries. She stressed the 20th century and Ellen Key's "Century of the Child," and as she had done research on "Criticism of School in the Literature of the Early 20th Century," there were some interesting examples of how writers such as Hermann Hesse, Robert Musil, and Thomas Mann had experienced school and used their experience in their books.

- Ulrike Stednitz (Zürich) spoke about the Schoolwide Enrichment Model (SEM) developed by Joseph Renzulli and Sally Reis. Together they have just published a book in German on the implementation of the model, Das Schulisiche Enrichment Modell SEM. The model is practical and well known in the English-speaking world, but new in Germany.

- Anne Roessel (Rostock) presented her model of a "study day" in which gifted children between grades 1 and 8 are taken out of school one day every fortnight. At the University of Rostock they take courses unavailable in schools: languages such as Hebrew and old Greek, philosophy, astronomy, biochemistry, computer science, and composition.

- Miriam Vock (Münster) presented Heinz Holling's comprehensive study of the present practice of gifted education in all German states. The study shows that a wide range of enrichment and acceleration measures is already available. However, practitioners in the field also know that not everything possible is put into practice by the schools or accepted by parents and teachers, and they know what is still lacking.

- Helmut Quitmann (Hamburg) spoke about the "Hamburger Model" of counseling and teacher training, which differs from most other models, as testing plays only a minor role. The counseling center sees its role as helping those responsible for the child—parents and teachers—to sit down together and find the best way to help a child.

Last but not least, I gave an overview, including practical examples, of which measures are available in Lower Saxony and which are still lacking. The most important point: inservice training of teachers to overcome prejudices, to increase knowledge, and to enable teachers to make use of what already exists.

In the summer term, the symposium will be followed by a series of lectures given by invited speakers.

Submitted by Annette Heinbokel
WCGTC Delegate, Germany

FROM GREECE

8th ECHA Conference in Greece

The academic and educational community was pleased to be informed that the 8th ECHA Conference will be held in Rhodes from the 9th–12th of October 2002. This is the first time that Greece will host a conference, especially one of European representation, whose topic is based on an especially unique scientific area for Greece. In Greece the issue of education for children of high ability has recently begun to concern the specialists, mainly educators and psychologists. Because of this concern, the issue is today a crucial topic open to dialogue in terms of Greek educational reality, despite the developments taking place on an international level.

The effort which is being made by academics and others involved in the promotion of the idea of giftedness via research studies and other activities, constitutes an important step which has a theoretical and practical dimension.

Of course the heterogeneity and the complex profile of the group of gifted individuals increases the difficulties in research and decision making, using strictly rational criteria when many of the problems regarding the education and generally the support of individuals with other special needs still remain unsolved. Thus, the principal of equal opportunities move alongside the principal of unlimited acceptance of differentiation, scientific moral duty, or social priorities? Is it a question of moral duty only or an issue of priorities?

In Greece even the most recent legislation on the education of individuals with special educational needs does not include clear references to the specific category of students. Therefore, apart from data collection which will assist in the short term in the identification of gifted students and the classification of their special needs for the formation of appropriate curriculum on a long-term basis, at present, one of the aims of "those concerned," is to inform and activate specialists and Institutions for reforms and measures which will correspond to the demands and expectations of gifted and talented students.

We believe that the 8th ECHA Conference will be an important one and contribute greatly to these aims and directions. We especially
Gallagher (USA), Bill Stepin (USA), and Ellen Fielder (USA) hope that this conference will become a unique scientific event for Greece and for the international community in general.

Submitted by Theodordou Sofia, WCGTC Delegate, Greece and Prof. Davazoglou Aggeliki, Democritus University of Thrace, Greece

FROM IRELAND

Irish Association for Gifted Children (IAGC) Hosts 3rd Biennial Conference
October 4–5, 2002

The Irish Association for Gifted Children (IAGC) is proud to announce its forthcoming 3rd Biennial International Conference, “Supporting Exceptionally Able Children Coping with Complexities,” to be held on the 4th and 5th of October, 2002 at St. Andrews College, Booterstown, Dublin.

Shirley Kokot (South Africa), Treasurer of the WCGTC will be keynote speaker. Other main speakers to date will include Shelagh Gallagher (USA), Bill Stepin (USA), and Ellen Fielder (USA).

Proposed workshops to be given by Julianne Stevens, Gifted Ed (AUS/IRL), David Carey (Froebel) (US/IRL), Shelagh Gilhenny (CTTY, IRL), Nicola O’Leary (IRL), and Shelagh Hawkins (IRL), among others.

For more information or to be put on the conference mailing list please e-mail with details and e-mail address to Leslie Graves at lgraves@eircom.net.

Submitted by Leslie Graves-Gowan
Chairperson, Irish Association for Gifted Children (IAGC)

FROM JORDAN

Recent Developments in Gifted Education

Confratute ’99 included the most outstanding and beneficial workshops I have ever attended. In the summer of 2000, I applied the Schoolwide Enrichment Model (Renzulli) in my school. Twenty-one students participated in the program; they worked with seven teachers and myself as organizer, director and supervisor. The children were students from elementary classes between 10–12 years old. Most were gifted and they worked very actively and enthusiastically on science, math, and languages, integrated with computer use. The students learned through math games, lab experiments, field trips, interviews, and projects. All of their projects—reports, research, stories, applications, and products—were exhibited in the closing ceremony that was held after 5 weeks of interesting work.

I am now working on another program for summer 2002, in which I will apply interdisciplinary curriculum differentiation on which I was trained by Sandra Kaplan and Margaret Beccher at Confratute ’99. Seven teachers and 24 children will focus on four topics: shelters, healthy food, fossils, and water awareness. I chose a big idea for each topic which we will apply in language arts, math, science, art, and drama.

Following are examples of activities based on Water Awareness. The other topics will be developed with similar activities:

- In language arts, students will design pamphlets aimed at drawing people’s awareness to the importance of water and the necessity of reducing its consumption. They will enjoy paraphrasing poetry and also interview officials asking about Jordan’s plans for the future concerning the issue of water.
- In art, students will design posters for water awareness.
- In drama, students will perform a pantomime about the importance of water and how to preserve it.
- In math, students will calculate the capacity of water tanks, the monthly expenses of water in their homes, the reduction of this expense, and corresponding savings.

Eurotalent Federation

Eurotalent Federation, “The European Committee for the Education of Children and Adolescents Intellectually Advanced, Highly Gifted, Talented,” was created in 1988 in Tours, France.

Since its foundation, and in accordance with its statutes, Eurotalent began a cooperation with the Council of Europe. In 1992 the Federation achieved consultative status. In 1993, M. X. Hunault, Representative of the Commission on Culture and Education of the Council of Europe presented a draft report on gifted children in school systems. Eurotalent asked the representatives of the World Council Executive Committee to make their observations and proposals, which were then transmitted to M. M. J. Ary and C. Grayson, Secretaries of the Commission. On 7 October 1994 the Rapporteur M. Takis Hadjimemetrou presented the Report on “Education for Gifted Children” (Doc. 7140) to the Parliamentary Assembly of the Council of Europe. The assembly adopted it. RECOMMENDATION 1248 (1994) on “Education for Gifted Children” was communicated to the Committee of Ministers. In its response the Committee (doc. 7326, 15 June 1995) “wishes to inform the Assembly that it decided to bring the text of the Recommendation to the attention of the Governments of States signatories to the European Cultural Convention and to transmit it to the Education Committee (CC-ED) of the Council for Cultural Co-operation (CSDC) inviting it to take into account, as far as possible, in its programs, the principles expressed in this Recommendation.”

Web sites of the Council of Europe:

Organizations and individual members of Eurotalent:
- subscribe to mutual help and support with regard to their work in educating highly gifted children and adolescents;
- coordinate their efforts in the search for solutions to the problem of the acceptance and education of these children and adolescents whose diversity of social origins has been ascertained;
- maintain contacts between national and international organizations working with the same aims, even if they do not belong to Eurotalent;
- stimulate ethical reflection leading to legal and social forms of recognition;
- promote the idea of reinforcing the values which have developed in the world and the realization of corresponding projects in terms of Research (fundamental and applied), Information and Formation. (Art. 3 of the Statutes).

Since its foundation, more than thirty organizations have applied to become members of Eurotalent.

Submitted by Jean Brunault, President
Eurotalent Federation affiliated to the WCGTC
e-mail: brunault@wanadoo.fr
www.eurotalent.org
News from Around the World (cont.)

- In science, students will study characteristics of water and its resources, treatment of water, ways of using water, and recycling it. I wanted to share my experience with you and hope my program will succeed and be of great benefit to my students and consequently to my country.

Submitted by Janette Wakileh
Headmistress, Elementary Department, National Orthodox School, Amman; WCGTC Delegate, Jordan

FROM SWITZERLAND
Recent Developments in Gifted Education
Proposed new education law in the Canton of Zürich

Zürich is changing and adapting many of its schools to defend its superb economic and educational positions in the heart of Europe. One part of this change is especially interesting for members of the World Council. The 2 years of optional kindergarten are being merged with the first year of primary school. The first steps in reading, writing, and mathematics could become an integral part of the former preschool phase. Furthermore, it will be possible to run through these first 3 years in 2 or 4 years, which would render learning at an early age much more comfortable and individualized. The increasing heterogeneity in primary schools could therefore be softened by 2 years. A vote on the new school law will be held in November 2002.

Close cooperation between Talenta Zürich and Talenta Eringerfeld (Germany)
The two pioneer schools have always worked together closely, exchanging insights, impressions, and critical moments, thus sharing and increasing their practical know-how. In Zürich, pupils live at home (some in a town very far from Zürich), whereas in Eringerfeld they are part of a boarding school. From a scientific point of view, this enables those engaged in research on the wide array of individual and contextual problems of gifted children to obtain results as to which setting might be optimal for specific groups of our “clients.”

Swiss offerings for teachers interested in gifted education

The positive mood in the Swiss media toward the difficulties of gifted children (especially throughout the ’90s) and the many private initiatives, schools, clubs, and associations have led to three offers to get acquainted with our problems. For example at the Stedtnitz Academy, Ulrike Stedtnitz has a long record especially in identification, diagnosis, and therapy for gifted children. Joelle Huser, who works frequently in the advanced education of teachers, offers a program that leads to Specialist in Gifted Education (ECHA). And Ursula Hoyningen from the Institute for Special Education at the University of Zürich—responsible for the scientific evaluation of Talenta and other initiatives—coaches a postgraduate seminar at the Hochschule für Heilpädagogik in Zürich. Times have really changed a lot since 1990!

2nd European Exchange Workshop in Zürich (Host: Talenta)
After the first successful exchange in 2000, the founders of Talenta offer a second opportunity to exchange ideas and results of practitioners on October 18, 2002. The theme is “Identification: Cases, confirmations, rejection, evaluation, and validation.” Again, there will be speakers from all over Europe, though the majority will be from German-speaking countries. But with contributions from France, Spain, and the USA, the one-day exchange will keep its “frontier-busting” approach in an exquisite surrounding at Zürich Paradeplatz.

Wings Seminar in Basel—an established and valuable tradition

From October 7–11, 2002, another Wings seminar (nomen est omen) will take place for anyone interested in gifted education. For the first time, there will be a special branch—a 2-day seminar for officials, mostly members of local school boards. They are elected by the people, are not necessarily professionals, and profit from a high degree of autonomy in leading and managing local state schools. Many of them encounter severe problems when they have to decide whether a gifted child can stay in a class, should have some complementary education, or should even be handed over to a full-time school for the gifted. It is obvious, that such decisions are really tricky, especially for laypersons. Taking into account that, even on an academic scale, many problems of identification and well-targeted provision for such children remain so wide open with multiple options, the Wings seminar will make them feel more comfortable (but not saturated)!

Submitted by Jean-Jacques Bertschi
WCGTC Delegate, Switzerland

It’s sooner than you think...

...SO START MAKING YOUR PLANS NOW FOR THE 15TH BIENNIAL WORLD CONFERENCE, AUGUST 1–5, 2003, ADELAIDE AUSTRALIA

Call for Papers
You’ll find an interactive form on the website www.gtcasa.asn.au. If you don’t have Internet access, use the form in the centerfold of this issue.
Deadline: January 31, 2003

Registration
Residents of Australia and New Zealand
Register online at www.gtcasa.asn.au/world.htm or contact
Gifted 2003 Conference Secretariat
P.O. Box 6129 Halifax Street, Adelaide South Australia 5000
Tel: +61-8-8227-0252, Fax: +61-8-8227-0251, e-mail: gifted2003@sapro.com.au

Residents of the rest of the world
Use the registration form in the centerfold of this issue or print out a form from the World Council website at www.worldgifted.org. Mail forms with payment to World Council Headquarters.
15th Biennial World Conference

August 1–5, 2003
Adelaide, South Australia

Co-hosted by
World Council for Gifted and Talented Children
and
Gifted and Talented Children’s Association of South Australia

Why you should come to the conference

• To hear quality speakers from around the world
• To share practice and theory with colleagues from the five continents
• To listen to leaders in the field
• To gain practical ideas for extending education of gifted children
• To learn more about critical and creative thinking, curriculum for gifted students, modifying the program for gifted students, and much more
• To participate in special sessions for students gifted in Information and Communication Technology and Music and The Arts
• To understand more about the characteristics and behaviors of gifted children
• To have a really great time among your international colleagues
• To enjoy an Australian conference dinner with a difference
• To relax and explore our safe city, go shopping and eat at excellent restaurants all in close proximity to the new, state-of-the-art Conference Centre.

Invited Speakers

Katherine Hoekman, University of New South Wales, Australia
Barbara Clark, California State University, USA
Sandra Kaplan, University of Southern California, USA
Jiannong Shi, Chinese Academy of Sciences, China
Graeme Koehne, Composer, University of Adelaide
James Koehne, Artistic Director, Adelaide Symphony Orchestra
Diane Montgomery, Middlesex University, UK

For further information, Call for Papers, and registration details please check the website www.gtcasa.asn.au

Or contact the Conference Secretariat:
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E-mail: gifted2003@sapro.com.au

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worldgt@earthlink.net  www.worldgifted.org

World Council for Gifted and Talented Children, World Gifted, Vol. 21, No. 2, 2002
Comments on “From Creativity to Responsible Createlligence”

By TAISIR SUBHI YAMIN, WCGTC Executive Committee Member, Jordan

This article reports on a keynote address delivered by Prof. Klaus Urban on April 27–29, Doha, Qatar.

Prof. Klaus Urban (President, WCGTC) delivered the keynote address at the “Conference on Teacher Training” that was held in Doha, State of Qatar on April 27–29, 2002. Sponsored by the University of Qatar and organized by the faculty of education, this 3-day conference was the first of its kind in the region. The first session was conducted by Urban and chaired by Dr. Abdullah Jumaa Al-Kubahsi (Ex-President, The University of Qatar). Its principal goals were to introduce more than 200 participants from Qatar and other Arab countries to the major recent developments in this field.

Urban stated,

It is a great honor and pleasure for me to talk to you today, a special day since it is my birthday, a special day since you have invited me to share my ideas and visions with you, all educational experts from quite a different region of the world compared to that where I come from. But it is mostly relevant and necessary to exchange ideas and expertise, since what we are learning more and more today is that the world is a global village, that we all are connected into global systems, that altogether we are children of that one and only mother earth, and that only together can we survive and develop.

Urban clearly pointed out,

The speed of life and progress is increasing continuously; changes in all areas of daily living conditions are occurring faster and faster. All this is part and outcome of what I call ‘cultural evolution.’ This cultural evolution is not the necessary consequence of and determined by natural laws; it is man’s creativity, which is responsible, the capability to consciously use, change, shape, and create the environment… If people are not to become more and more passive recipients flooded by the ‘streams of life’ and in danger of being ‘drowned’ we need to wake up, develop, and increase our creative potential, which may give us the possibility to become more active constructors of our lives now and in the future. Thus the outcomes of cultural evolution, as a result of man’s creativity, challenge and require individual creativity in order to cope with it.”

According to Urban, creativity as human potential and its manifestation is not only a psychologically important topic, but goes far beyond science and arts, touching everybody’s daily life as well as political, societal, and moral and ethical global issues.

This keynote address provided multiple meanings of “creative education” as a key to innovation. Urban said,

Education needs to be creative, since learning, teaching, and instruction need to be creative, flexible, and innovative. These functions have to adapt on the one side to changing challenges and conditions from the outside—like change and expansion of knowledge, curriculum, technologies, and organization and structure. On the other side, teaching and instruction have to adapt creatively to inside conditions—to the personal and learning presuppositions of the individual learner...

We know that development and manifestation of creative potential are very much dependent on environmental conditions; education in school plays a major role here. It is astonishing though that there are very few empirical studies in the literature dealing with creative education in schools… It is more beneficial to look at giftedness as developmental advancement and uneven development (often characterized by external adjustment difficulties) that require special educational interventions and mediation by adults. It is our responsibility that creative thinking not be destroyed even in our most intelligent and diligent learners, that curiosity and the quest for the unexpected remain implanted.

According to Urban creative education means an education towards creativity as an educational goal and principle. In addition, it means education for the creative and talented person and should contribute to the development of a personality that is characterized by a generally open and creative attitude.

Based on a qualitatively high-level education for all, there should be special consideration of gifted, talented, and creative individuals who still too often in today’s schools are neglected or not even recognized and appreciated. I am stressing this idea especially in my function as President of the World Council for Gifted and Talented Children (www.WorldGifted.org), a global network of educators, psychologists, researchers, administrators, and others interested in gifted education and research.

How important is the teacher’s view on creativity?

Urban states, “There is no doubt about the fact that the influence of the teacher is critical for development of creativity during school time, but there are few studies investigating how teachers themselves see creativity and its development.”

Urban’s own studies reveal that all teachers in the studies regarded fostering of creativity as important and necessary. Reasons given were that education for creativity:

• has broad developmental effects;
• helps to develop and stabilize the personality;
• supports self-reliance and development of independence;
• strengthens fantasy;
• is the basis for developing strategies for problem solving;
allows the personal expression of thoughts and feelings;
• compensates for deficits from home.

Urban defines the conception of creativity:
1) as the creation of a new, unusual, and surprising product and as a solution to an insightfully and sensitively perceived problem or of a given problem whose implications have been perceived sensitively;
2) on the basis and by means of a sensible, insightful, and broad perception of existing, available, and open data as well as of information searched for and acquired openly and purposefully;
3) by analyzing, by solution-oriented but highly flexible processing and by utilizing unusual associations and new combinations of information with the help of data from one’s own broad and comprehensive knowledge bases (experiences) and/or with imagined elements;
4) by synthesizing, structuring, and composing these data, elements, and structures into a new solution-gestalt (whereby the processes in #3 and #4 may partially run simultaneously on different processing and consciousness levels);
5) as a new solution-gestalt, which is elaborated as a product or responds in a product in whatever shape or form;
6) as communication that may be grasped directly via the senses or via symbolic representation and experienced by others as meaningful and significant.

A Componential Model
Urban said, “In educating towards creativity we must realize that creativity is not a singular, simple, uniform trait or disposition, but a complex construct and process, that involves personality components as well as cognitive components.”

Urban’s Components Model of Creativity, described and explained in this keynote address, illustrates a holistic view of creativity. Urban believes that responsible and definable creative education must be based on a sound foundation, such as a conceptually comprehensive framework, which at the same time allows the consideration of and stress on single components without neglecting the complex structure. The first three components representing the cognitive side are:
1) Divergent thinking and acting;
2) General knowledge and thinking base;
3) Specific knowledge base and area-specific skills.

The three components representing the personality are:
4) Focusing and task commitment;
5) Motivation and motives;
6) Openness and tolerance of ambiguity.

Other related subcomponents are the resistance to group pressure, maintenance of non-conformist behavior, and autonomy of thinking, at least at certain times and intervals. The readiness to take risks allows for remote associations, playfulness and experimenting go

Responsible Createlligence
Finally, Urban attempted to embed the components model of creativity into a capacious model structure that could provide a foundation for general deliberations not only about creative education, but for curriculum planning. The model applies not only to the gifted and talented learners, but concerns the development of competence for meeting the challenges and tasks of the future and the cultural evolution. The model already signals an increasing integration of the formerly separate concepts of intelligence and creativity. Urban considers intelligence and creativity in function as complementary and penetrating each other.

In order to give it more efficacy as far as acting in an intelligently successful manner is concerned, namely the concrete transfer from idea to action, the six components should be supplemented and supported by a bundle of another six components. These are: foresight, planning, strategic thinking, flexible adaptation, constructive shaping, and decision-making.

Along with the creativity components are capacities needed for successful, effective innovation. Like the other components, there are desirable personal abilities, educational goals, and curricular content. The combination and interchange of both components’ levels he calls Createlligence. But for a cultural evolution with positive progress we need more than just Createlligence, since it could be directed towards negative or destructive ends. We experienced such a case some months ago in a most brutal way and we are confronted with such cases day by day! What we need, Urban said, is “Responsible Createlligence.”

Urban pointed out that such responsible creative action must be based upon individually and socially oriented conditions that represent personal capacities as well as societally agreed upon values and strengths, such as responsibility, autonomy, cooperation, self-consciousness, leadership, and communication.

Urban concluded, “I cannot make any judgment about your countries. It is up to you to evaluate chances and opportunities as well as barriers and limitations. I hope that my model may give you some ideas and a framework for these stocktaking endeavors.”

Following the keynote address, Dr. Al-Kubaisi moderated a discussion by eliciting questions from the audience on a diverse range of complex matters, including the impact of patent policy on different aspects of life.
Promotion of Gifted Children in Zürich’s State Schools

By REGULA HUG, Project Manager

In the city of Zürich it is of the highest priority to provide quality education for children and youth. City Councilor Monika Weber is particularly pleased about the fact that our schools provide places for all children. In addition to the child guidance school, the school for children and youth with physical and multiple disabilities, the school for visually impaired children, small class schools, support classes, and classes for foreign speakers, there is the project for “The Promotion of Gifted Children in State Schools in the City of Zürich.” Among various opportunities for support, pupils can also participate in courses at the youth music school, or take up sport or holiday offerings. The quality and attractiveness of our state schools will be further increased through measures being placed on the ballot such as, those for new communication and information technology in state schools (KITS for Kids), on which the population will vote in 2002.

For 3 years the city of Zürich has investigated how best to promote pupils who are ahead of their age group in their intellectual development. Around 28,000 pupils from nursery school (5 to 6-year-olds) to the 9th year (15 to 16-year-olds) attend state schools in the city of Zürich. Around 500 gifted and highly gifted children have been able to benefit from the project “The Promotion of Gifted Children in State Schools in the City of Zürich” either by skipping one class or by participating in a pull-out course (Universikum). The proportion of girls, 45%, is considerable. The proportion of gifted children from social classes with reduced access to education is on the increase.

Promotion of All Gifted Children

The project for the promotion of gifted children is based on state school education, integrating the tasks of promoting talents and interests into its program. All pupils should be able to benefit from contemporary and future-oriented education. The school teams provide the city of Zürich with various events, training courses, and teaching aids in order to develop talents at all levels. In the past 3 years, 40% of teachers in the city of Zürich have participated in one or more events on the subject of promotion of gifted children organized by the city.

The Promotion of Gifted Children

For the majority of gifted pupils their lead in development is no problem. Although they may never need to practice, two thirds of these children show a consistent and positive development of their personality and performance. The challenge for the schools, however, is the gifted children who are underchallenged in the education of their age group, and whose behavior is affected. Singular gifted children are rarely recognized, since they may act in an inhibited and withdrawn way in class (Stamm, M., 2000). In such cases differentiated advancement planning is required. This needs to be supported jointly by teachers and parents. For successful advancement planning, the suitable combination and coordination of several measures is important. Highly gifted children should be promoted in state schools in such a way that they can develop their abilities, while prejudice and discrimination against them can be reduced. There are several measures with which the city of Zürich can on the one hand help gifted children quickly, and on the other hand assist teachers in their various tasks. However, this does not liberate parents from their duty to identify and support particular gifts and talents in their children and to provide the necessary security. Those measures taken by teachers, within the class, are of the greatest importance. They include many varied individualized educational opportunities within the curriculum. Enrichment measures provide the curriculum with greater breadth and depth and are adapted to children’s interests. They are combined with further measures such as leisure activities, group-meeting courses, or pullout courses. Leisure activities are in the parents’ realm of responsibility. Acceleration measures consist of the following possibilities: compacting of curriculum, dispensation from individual subjects, attending subjects of higher years, or skipping a class.

Skipping a Class

Skipping a class has been regulated in the Canton of Zürich since 1989. Konstantin Bühr, Head of Evaluation in Educational Planning of the General Secretariat of the Canton of Zürich Education Department, carried out two studies on the skipping of classes: one in 1995–97, and one together with Lillemore Amman in 1999–2001. In an interview with Regula Hug he outlined the most important findings, which will be published at the beginning of the year 2002:

Skipping a class is especially suitable for gifted children who are doing well at school, who are very strong in several subjects and who start to suffer under this situation. If these children skip a class they can redevelop their joy in learning and rediscover their enthusiasm for school. For highly gifted children skipping a class is much more difficult. Depending on the overall situation, it can be assumed that skipping a class will not lead to sustained success. However it does shorten their time in state school.

It is particularly important to take social factors into account. Children who skip classes are often treated with hostility. They are faced with the problem of stigmatization, and they put themselves under enormous psychological pressure in order to succeed. Children write to me, of their own accord, that the thought of failing, and having to return to their old class is the greatest burden. We found that especially boys in the lower years (7–13 years) do not receive a warm welcome by the other pupils in a new class, although it works very well in those cases where children skip a class because of their performance in sport. This problem does not occur with girls. On the basis of children’s reports, we assume that girls integrate much more smoothly into new classes.

Intensive cooperation in this is crucial, especially with the future class teacher. Much of the problematic situation outlined above can be alleviated if the new class teacher prepares the new class, particularly if he or she actively accompanies the integration process. Children who skip from private nursery school directly into the second year require particularly careful guidance! It can be assumed that in this case social problems are multiplied, and it may be better to make them start school in the first year to begin with.

The report of the latest study on skipping classes will be published at the beginning of the year 2002 (cf http://www.begabungsfoerderung.ch/ and: Kantone/ZH).

Pullout Course (Universikum)

The Universikum course collects gifted and highly gifted pupils of City of Zürich State Education (nursery school to ninth year) in interest groups. They remain in their regular classes and take an additional course offering arts/natural science subjects. They establish friendships with similarly gifted children beyond their ge-
If a child seems underchallenged in the classroom, the teacher can find out whether a child is suited for a Universikum course by means of a list pointing out characteristics that may indicate that a child is gifted or highly gifted. If parents and child agree, an application to be accepted to Universikum may be made jointly. Universikum courses take place one-half day per week during the regular classroom hours. There are extracurricular Universikum courses offered during school holidays, on Wednesday afternoons and on Saturday mornings. These groups of varied ages consist of 8 to 12 girls and boys.

The participating children find Universikum courses extremely stimulating, making everyday school life much easier. They report the establishment of new friendships, which enable exchange on the basis of common interests. At the same time they are glad to remain in their regular class, because they feel at ease with their school friends from their area. Many children experience their Universikum research project as a kind of "quantum leap," which is perceived by their regular class teachers as a leap forward in terms of their social maturing and intellectual relaxation. Talking to a university lecturer for instance, finally confronted a restless, moody girl with a challenging interlocutor who helped her structure her thoughts and motivated her to ask new questions. Weeklong puzzling about a challenging question made a withdrawn, jittery boy come to his own creative solution in an expanding dimension. He returned home singing and suddenly he took part again in playground games of his age group.

**Upper Level School (13 to 16-year-olds) for Art and Sports ("K&S")**

For most sports and aspects of art, early recognition of talents and their promotion is an indispensable requirement for later success in a career. Currently, K&S is still the only state school in the German part of Switzerland providing for youths with special talents in art and sports. K&S offers the regular curricular subjects as a good and inclusive base education in a compact form, so that youths with special abilities in art and sports have enough time to develop their particular talents. This considerably facilitates their way into a successful career.

**Prolongation of the Project**

The promising results of the pilot phase, 1998 to summer 2001, enable the city of Zurich to further improve the pioneering project, The Promotion of Gifted Children in State Schools in the City of Zurich, during the coming 3 school years, 2001/2002, 2002/2003 and 2003/2004. Further information can be obtained from the websites www.universikum.ch or www.ssd.szh.ch under “Schulprojekte.”

**Reference**


**Translation from German by Gabriela Meier**

gmeier@onetel.net.uk
Helping Gifted Children Soar
A Practical Guide for Parents and Teachers
Carol A. Strip with Gretchen Hirsch
Gifted Psychology Press, 2000
272 pp including bibliographical references and index
ISBN 0-910707-41-3
US$18.00

REVIEWED BY THERESA K. GERSON
St. Thomas of Villanova College, King City, Toronto, Canada

Parents and teachers alike are always relieved to discover a handbook that organizes the key issues that need to be addressed in effective education for gifted children. They do not always expect to find a book that is written in a style unencumbered with educational and psychological jargon. Dr. Strip, a respected gifted educator currently at Ohio State University, and Ms. Hirsch, a well-known business communications writer and editor, offer the reader a guideline for teachers and parents to plan programs and solve problems together, in a way that benefits the child as well as the adults in question.

The best possible atmosphere for the child must be what is best also for the parents and the educators of that child. The reader will be relieved to discover that this well-balanced and well-written book will help accomplish this. Strip’s work is aimed at the education of elementary-age gifted children.

The book is organized in a simple, clear and logical fashion. It covers everything from a discussion of terminology to practical ways to provide academic, social and emotional support for the gifted child. The most useful chapters include a comparison of the characteristics of a “smart” child and those of a “gifted” child. This dilemma often paralyzes adults, especially those who are able to offer children enriched opportunities outside of the regular home situation or classroom. Why is it essential to distinguish the two?

Just as a smart child who is a hard worker and a high achiever may be mistakenly identified as gifted, a truly gifted child may be labeled as a troublemaker, a nuisance, a classroom pest, or even suspected of having Attention Deficit Hyperactivity Disorder (ADHD). The bright child may end up in the gifted class, the gifted child in the principal’s office, and neither of them in the right place. (26)

Comparison charts provide a quick, sure view of what distinguishes these types of children. The parent of the smart child need not feel excluded. This book offers good teaching and parenting strategies that are useful for all children.

The smart child will be overwhelmed with a gifted curriculum and its expectations; usually the gifted child thrives in it. Some gifted children, if they are not challenged properly, will simply hide away and never become what they could have been.

We often overlook the fact that gifted children, like other children with nongifted abilities, have different learning styles. Strip has excellent suggestions for parents and teachers to recognize and match these learning styles. Moreover, gifted students, that is, students with high potential, differ from one another not only in kinds of giftedness, but also in types of personality and character. Gifted students are not all the same. This book offers reasonable and practical discussions on all these points in the chapters that deal with testing and screening; how to choose among various acceleration options and their alternatives; curricula options, and learning contracts.

Strip is careful to point out that parents and teachers must not overlook “twice-exceptional” children—those who are gifted and have a learning disability, visual, hearing or physical exceptionality. These gifted students need careful screening and program adaptations to succeed.

Section III (chapters 9-14) offers the gifted child’s parents honest, practical suggestions that illustrate the challenges that parents of gifted children face. Dr. Strip’s experience as a parent of a gifted child and as a gifted educator offers a wise and prudent approach useful to both the parents and teachers. The mark of her approach is that intelligent and charitable cooperation will best serve the interests of the child as well as the adults. This balanced philosophy certainly is refreshing at a time when school systems and parents are often “in battle.”

For the teacher of a gifted child who works in an underfunded school system or with an unsympathetic administration, an excellent range of resources is offered. It is quite possible that a teacher will have to face parents who don’t want to deal with their child’s exceptionality, anymore than do parents whose children’s abilities are well-below average.

If you are interested in a well-written and practical book that demystifies the world of the gifted child and provides true stories of different gifted children, you will not be disappointed in this work. I hope that Dr. Strip soon will prepare a book for teachers and parents of the gifted adolescent. Many of us think there is not a hope for surviving the teenage years of most children, let alone gifted children. ■

Share your Ideas with the world...
Submit an article to Gifted and Talented International, the World Council’s peer-reviewed journal. Published twice a year, the journal presents current theory, research, and practice in gifted education for educators and parents.

Submit manuscripts to
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Whether you work directly with students as a classroom teacher, a special tutor, headmasters of schools with the regular curriculum, or are a parent you know that there is an important challenge in recognizing and respecting the needs of talented children. There is often a strong disregard in educational organizations for developing a program that allows the child to use his superior abilities. Furthermore, both parents and teachers can be frustrated when reliable methods and strategies cannot be found which provide the means to motivate and support those who work with these children.

Ayudando a Niños Dotados a Volar: una Guía Práctica para Padres y Maestros provides a serious discussion for those who see these children daily. Strip guides the reader through different aspects of the challenges that gifted children must face and shows parents and teachers not only how to use these important clues to identify the problems, but how to use various options in solving what seem to be insurmountable issues. She explains in a clear and simple style various dilemmas: types of giftedness, the process of identification, prejudices the gifted endure, and ways to meet these children’s needs, and other issues.

Working on the assumptions that each child can have superior skills in one or more areas and that there are many intelligences, the book provides a rich, useful description of the possibilities for meeting special curricular needs. Excellent charts illustrate valuable tools for teachers that are not just standardized recipes.

Strip suggests a record be maintained which contains, for example, observations made by teachers about daily activities in the classroom, and exam results. In this way, teachers and parents will be able to cooperate, discuss mutual concerns, and motivate the school’s administration to meet a child’s needs. This approach is preferable to expensive evaluations that some consider an essential first step. Moreover, it is usually impossible to administer such evaluations because various areas in Spanish-speaking regions and countries do not provide for the education of gifted/talented children.

The author emphasizes the necessity of a good relationship between parents and teachers. In this way an accurate and useful description of the roles of each and a clear delineation of the obligations to be fulfilled by both parties show mutual respect for one another and for the child’s needs. Strip provides an important description of different ways of teaching that take into account a regular school environment. Ways described to offer support, motivation, and courage to overcome difficulties and work towards the academic and social success of gifted/talented children include:

- Advocacy strategies on the local, state, and national levels
- Guided learning plans
- Behavioral and learning contracts
- Expanded and differentiated curriculum
- Communication between the child, teacher, parents, and administrators.

In order to make the right choice for a particular child, the solution must be based on each child’s individual characteristics. Therefore, there are as many solutions as there are different gifted children. Some suggested solutions are:

- Expanded curriculum
- Flexible grouping
- Independent study
- Advanced work in one subject area
- Advanced work in all subject areas
- Learning opportunities out of the classroom
- Enrichment through mentorship programs, university coursework

Strip also makes people aware of special teaching agreements; in Argentina, in the Province of Buenos Aires, these agreements have been explicitly established to give the possibility of making up for failing teaching. In these cases the agreement stipulates, the author argues, that there must be an improvement in the area of independent work which would facilitate the development of an appropriate curriculum.

Examples are given of excellent agreements that strengthen the section on useful strategies so that a gifted child receives the emotional support needed to build moral character as well as meet academic needs.

- Relations with family and peers
- Models of behavior
- The importance of adults
- Rules of Trust: imposition of appropriate limits, focused attention, privacy, respect for the child’s feelings, speaking the truth and so on.

Parents’ and teachers’ different attitudes are described from their points of view, but at the same time a view is offered for everybody to look at their role and what responsibilities each has in supporting the young child. Only if they work together will they be able to build a program and atmosphere where the child can avoid unnecessary tension, boredom, inappropriate behavior, and loneliness. The problems of prejudice against the gifted child as well as a child’s depression, lack of self-confidence, and obsession with perfection are also discussed.

The solutions Strip proposes are simple but effective. She gives teachers good information on parents’ feelings and gives parents hints on how teachers feel as well. The book includes questions and answers that strengthen and support all these ideas and valuable information in the bibliography which is divided into subject areas and reference materials.

Giving this book the generic name of “manual” would minimize a piece of writing that is based on scientific research and offers documents that can be used in any educational situation in which gifted children might find themselves. Strip and Hirsch have given us a work not only written clearly and practically, but also shows the reader how to apply these suggestions. Reading this book is worthwhile because it calls attention to the concerns of parents and teachers. The most significant contribution the book makes is that it challenges those in our educational systems who are skeptical about gifted education and forces them to reconsider their pedagogical attitudes which exclude the needs of a talented/gifted child.
Creativity—Historical Components of the Slovene Character

By Ivan Ferbezer, WCGTC Delegate, Slovenia

Slovenia, with its 2 million inhabitants, is now a candidate for the European Union and in the last years, has become intensively involved in the process of developing a substantial market economy. This young, fast-developing country has, remarkably, been organizing and systematically forming the conditions necessary for the development of ability potentials. In my estimation, the meta-evaluation of the first experiments of the systematizing and the critical auto-reflections of the existing situation for gifted students represents important progress toward internationally comparable quality (Ferbezer, 1999).

The whole effort is being formed more and more spontaneously through inductive processes such as diploma dissertations, nearly 300 articles, 7 Slovene books, and school expert evaluations. The Board of Education in Slovenia, however, is still justifying a deductive approach. Regarding the organizational pattern in some schools, the care for the gifted is being built from the bottom up, resulting in the positive experiences being reflected on the entire school system. In the domestic tradition, the Board of Education in Slovenia is making use of forums and sectarian work to accomplish this. As the core for the activities in the field school counselors are mostly interpreting their work in a way that suits the needs of the gifted students in school and are lagging behind the definitions that can be found in the local and, especially, the foreign research studies and literature, with Renzulli’s concept of giftedness prevailing. The identification of the gifted child is slowly moving from mono-disciplinary (psychology) to inter-disciplinary (equal elements of pedagogy, sociology, and health). In the first triad of the elementary school, the importance of identification is a little underestimated in view of the incorrect developmental psychological understanding of talents.

Until now, four collections of papers from the international conferences have been published. In these papers, the view of quality education for the gifted includes enrichment, acceleration, individualization, differentiation, extracurricular lessons, homogeneous and heterogeneous grouping arrangements, special groups, outside differentiation, and schools for special talents.

The democratic climate of the young state of Slovenia is growing with the use of more pluralism, possibilities for choosing the direction and level of realizing children’s needs, school competitions, growth of learning foreign languages, and the international comparison of knowledge. In short, the democratization of living in a family, a school, or a classroom environment, and of social life is increasing creativity as a historical component of the Slovene character.

Reference

courses involving ACAs from about 40 of its primary schools. Virtually all of them are already working as teaching assistants or Special Needs Assistants.

Typically, ACAs are drawn from a wide range of personal and professional backgrounds. Many have higher educational qualifications and some have followed successful careers in business and industry. Others have little in the way of formal academic qualification. None have received any training in the provision of classroom support for able and talented children. All of them share a strong sense of empathy for able children, a sensitivity to their learning needs, and a positive desire to work practically to help them express their abilities at school.

The program is built around four key principles:

• **Confidence building:** assuring the potential ACAs that there is an important job to be done, that they can do it, and that their contribution will be invaluable to able children and their teachers

• **Practical approaches to learning:** the starting point for the professional growth of the ACAs is their direct, practical experience of working with able children and their teachers; a recognition that they know a lot already, and have the capacity and opportunity to learn much more

• **An action research stance as an integral part of the learning:** seeing themselves as learners and not experts; engaging in activities between the two instructional days in a spirit of open-ended observation and enquiry—"let's look and find out" or "if we aren't sure, let's try it out" and "our experience is as valid as any other"

• **Reporting, reflecting, analyzing, and sharing learning:** lots of opportunity for discussion and analysis of good and not so good classroom practice; using experience as the starting point for generalization and building understanding of abstract concepts; consciously working with the program leaders, their teachers, and schools as a community of learners.

There is substantial evidence that the program has been highly successful. Only two delegations have failed to complete the full program. Reports from schools about the ACAs' interest and increased effectiveness are highly positive. The leaders of the program have received many requests to provide additional programs and two schools have requested a further half-day extension to the current program. The program has already been run exclusively for all the teaching assistants in two of our larger primary schools.

What are the main lessons learned by the leaders of the program?

- Unqualified adults, who are moving into new areas of their own learning and who have not been involved in learning for a long time, often regard themselves as intellectually uncertain and personally vulnerable to a sense of "perceived failure"

- Headteachers often feel threatened and uncertain at the prospect of having unqualified members of staff with more skill and expertise in able child education than qualified teachers and school leaders.

Monitoring and evaluation arrangements were planned as an integral part of the program to provide feedback about progress or difficulties. These included:

• discussions with individuals or groups of ACAs during the instructional days

• telephone discussion with the ACAs' headteachers or ABCO

• regular completion of evaluation forms during and at the end of the instructional days

As a conclusion to each day of training, the ACAs were asked to list the main things they had learned. The issues they raised are summarized as follows:

- not to be daunted by the challenge of learning about able children and how to teach them

- don't forget the able; work hard together to remove the "glass ceiling" that prevents their progress

- remember the crucial importance of the emotional and spiritual aspects in the learning of able children

- make sure that talk precedes writing; discussion is more important than writing

- start on the "right rung of the ladder"—find the right point to start teaching, no matter how high it is

- recognize the value of opening up pathways to personal learning—ask able children "real" questions

- avoid complacency at all costs

- constantly work together to ensure that there is challenge and excitement in the learning of able children

- face the stark fact: most able children are more clever than those who teach them.

Hampshire County Council has a continuing strategy to extend the training of able child assistants and to learn from the experience of doing so. If you are engaged in similar activities or are interested in beginning them, please contact Tony Hurlin, the leader of the project, who will be pleased to respond to your comments and inquiries. He can be reached at tony.hurlin@hants.gov.uk.

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**PRESIDENT'S MESSAGE**

continued from 1

members and others interested will find their way to Australia, a wonderful part of the world which is always worth a (longer) trip. The conference program, organization, accommodations, and site seem very promising. Start your own "downunder" preparations now. Send in your proposal, register early, and join with friends for a group trip. I am eager to meeting you again and looking forward to seeing many new faces next year. Your attendance will help make the World Council stronger and better able to fulfill the constitutional aims and purposes.

In the meantime, please, don't forget to renew your membership (hopefully with a silver or gold membership) and convince new members to join. You may have noticed that you can win a free registration for the Adelaide conference!

With my very best wishes,

[Signature]

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**LOOKING FOR RESOURCES?**

Check the World Council website at www.worldgifted.org. You will find direct links to dozens of organizations and publications around the world.
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