



WorldGifted

Newsletter of the World Council for Gifted and Talented Children
www.wcgtc.org

VANCOUVER AWARDED 2009 WORLD CONFERENCE

In a difficult decision, the Executive Committee of the World Council voted to award the 2009 World Conference to Vancouver, Canada. Janice Leroux, the organizer for the Vancouver bid, was pleased when she was notified that the Vancouver bid had been selected. She thanked the Executive and pledged that she and her team would "continue in the grand tradition of successful, grand learning and social gatherings of our World Council."

Part of the good news in regard to the 2009 Conference is that we received four impressive bids to host the Conference! In addition to the bid from Vancouver, there were also bids from: Gyeongju, Korea; Singapore; and Bangkok, Thailand. All of the bids were well-presented and addressed each of the variables listed in the Conference Planning Guide, e.g., timeline, local organization, and support, etc.

The Executive Committee members thoroughly reviewed the bids and discussed the issues extensively with one another. Consideration was given to the following:

- accessibility – Here, consideration had to be given to the ease with which participants could reach the bid cities from locations all over the world, as well as the accessibility of the conference site and accommodations.
- conference budget – A conference budget was submitted with each bid, and a spreadsheet was prepared at Headquarters which compared the four budgets with one another.
- previous locations – Executive Committee members noted that it was important that the Conference truly be a "world" conference in that cities from all over the world are given the opportunity to host a conference.

The voting process, as outlined by President Den-Mo Tsai, was this:

- Each EC member was to rank the four bids (1 being the preferred choice, etc.), and then to e-mail their votes to the President and the rest of the Executive.
- The values of each of the four choices were weighted as follows: 1st choice – 1 point, 2nd choice – 2 points, 3rd choice – 3 points, 4th choice – 4 points.

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A MESSAGE FROM THE PRESIDENT

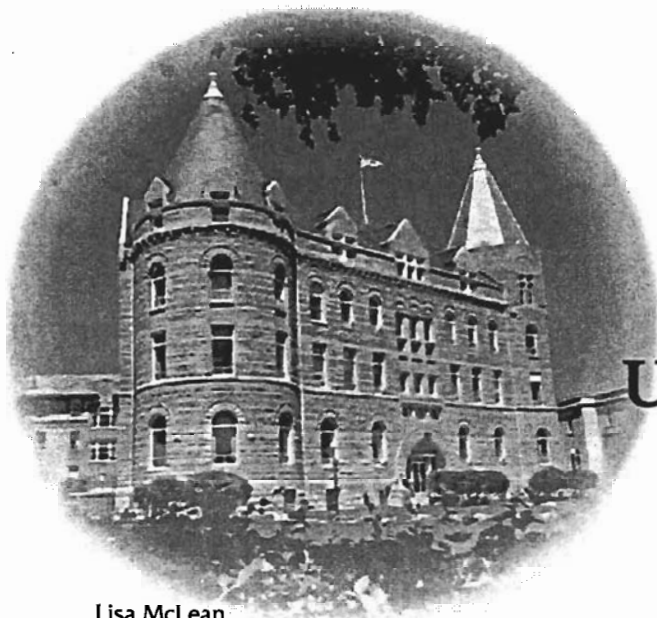
Den-Mo Tsai

As the time has come again to report to you, I first want very much to urge you to submit your abstracts for the 17th Biennial WCGTC Conference taking place in Warwick, England, August 5-10, 2007. The World Conference will benefit greatly from your submissions and participation, ensuring that we have representation from a variety of perspectives in the field. The conference organizers at the National Academy for Gifted and Talented Youth (University of Warwick) have collaborated to build a strong team and have been working very hard to make the conference a great success. Now, we just need for you to plan to attend as we countdown to Warwick!

Second, I want to congratulate Vancouver, Canada for being awarded the 2009 World Conference. Dr. Janice Leroux and her team will host the 18th Biennial World Conference. I especially want to express my sincere appreciation to Korea, Singapore, and Thailand for also submitting bids to host the World Conference. All four bids for the 2009 Conference were very impressive, such that it was difficult for the Executive Committee members to make a decision. I am sorry we could only choose one bid.

Third, many thanks to Dr. Taisir Subhi Yamin, Dr. Albert Ziegler, and Dr. Heidrun Stoeger for working together with Maria McCann on the editorship of our journal, *Gifted and Talented International*. We

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Lisa McLean
Executive Administrator
WCGTC

It has been a busy time at Headquarters. I have contacted all of the delegates in regard to organizing the election of delegates to serve for the 2007-2009 term. The names of the delegates for this term are to be forwarded to Headquarters on or before January 1, 2007, so you should expect to hear from the delegates in your country soon. In countries in which the present delegates are the only members, those delegates have been invited to serve for an additional term. It has been an interesting time for me as I have been hearing back from so many of you!

In other business, you will find two nomination forms in this issue of the newsletter. The first one is to nominate candidates for positions on the Executive Committee for the 2007-2009 term. We will be looking for candidates for two positions, as both Shirley Kokot (South Africa) and Edna McMillan (Canada) are ending their respective terms. The second nomination form is for awards to be given at the 2007 World Conference in Warwick, England.

In other news, I'm pleased to report that we have a new part-time term position in Headquarters. The position has been funded by the University of Winnipeg, in part to assist me in my work for the WC, and in part to function as a liaison with schools in the Winnipeg area to let them know about our work, as well as to enable us to support them in their work with gifted and talented youth.

Annette Greene has been hired for this position. Annette is a third-year student in the University's Winnipeg Education Centre program, an ACCESS program that assists mature students in their return to school to obtain a joint B.A./B.Ed. degree.



UPDATE FROM HEADQUARTERS

With her energy and enthusiasm, she's a very welcome addition to Headquarters!

As you will see, this is in large measure a "good news" newsletter! There is good news in the world of gifted and talented education from both Brazil (Denise Fleith) and Ireland (Leslie Graves), and a report on a successful conference on gifted and talented education in Taiwan (Ching-chi Kuo). As well, there is the announcement of the successful bid for the 2009 Conference and an update on preparations for the 2007 Conference in Warwick, England. Gillian Eriksson (U.S.A) provides an inspiring article on her recent trip to South Africa with 12 education students/teachers.

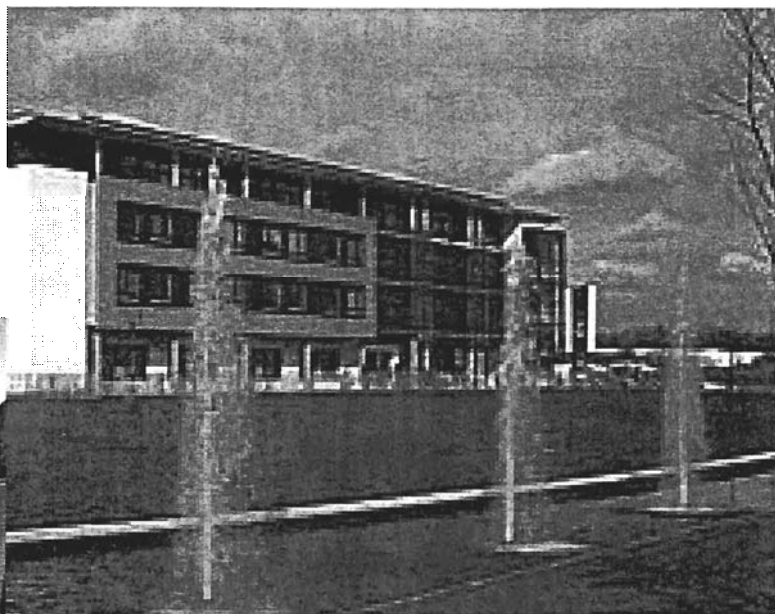
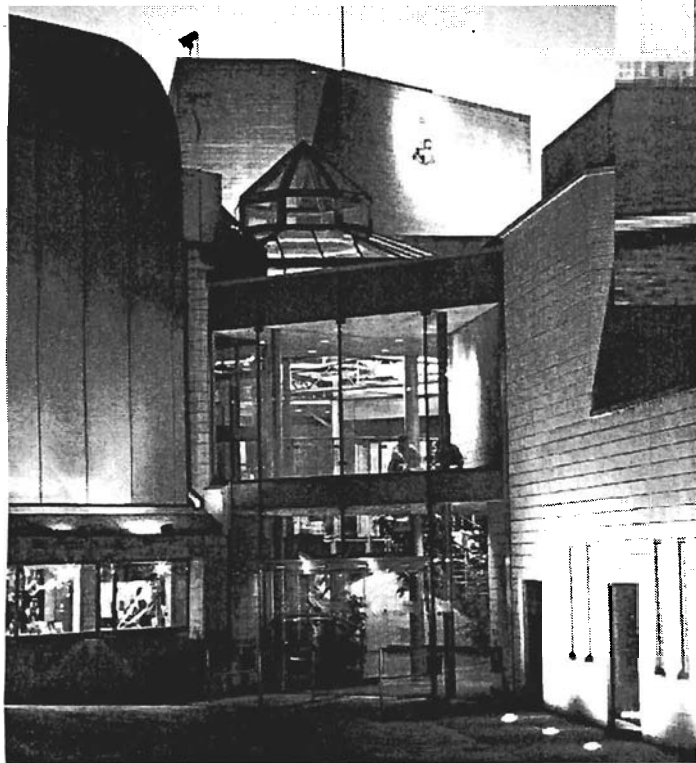
Finally, I've included a photo of the building in which Headquarters is located, the Wii Chiwaakanak building. (Wii Chiwaakanak means "partners" in one of the local Aboriginal languages, Ojibway.) As in this picture, there is in fact snow on the ground as I write. It has been an early winter – even by Winnipeg standards!

I hope this finds you well in whatever season you are heading into in your part of the world!



WC Headquarters is located in the Wii Chiwaakanak Building.

COUNTDOWN TO WARWICK



The 17th Biennial World Conference will take place at the University of Warwick from August 5-10, 2007, hosted by the National Academy for Gifted & Talented Youth (NAGTY). The conference brings together, in the Heart of England, a group of the world's most renowned and eminent experts to share experiences and debate new initiatives in gifted and talented education.

The inspirational line up of speakers includes representatives from all continents including:

Dr. Chris Yapp – Head of Public Sector Innovation at Microsoft,
Prof. Loyiso Nongxa – Vice-Chancellor of Witwatersrand University in Johannesburg,

Prof. François Gagné – Founding President of Giftedness Quebec,

and Prof. Jiannong Shi, Ph.D. – Director of the Center for Supernormal Children and the Director of Center of Human Development and Education at the Institute of Psychology, Chinese Academy of Sciences.

For more information please visit the conference website www.worldgifted2007.com where soon you can now register for the conference and complete your application to speak on-line.





news

FROM AROUND THE WORLD

FROM BRAZIL

Denise Fleith
WCGTC Delegate, Brazil

High Abilities/ Giftedness Center of Activities

Although the Brazilian government has been investing in the education of the gifted for many decades, the resources and the number of students attending programs for the gifted was still limited. As a consequence, in 2005, the Ministry of Education implemented a High Abilities/Giftedness Center of Activities in 27 Brazilian states in order to increase the number of gifted students who would be identified and to ensure that these students would receive an education consistent with their needs and abilities. The purpose of these centers is, therefore, to provide educational conditions that meet the needs of gifted students, in-service training for teachers (in order to prepare them to work with the gifted), support for the family, educational resources, and technological equipment.

These centers include units which provide programming for teachers and students, as well as family support units. Teachers receive training regarding characteristics of the gifted, identification processes, educational strategies, creativity, and issues related to the family of the gifted individual. They also have the opportunity to engage in research on giftedness. The training is provided by partners such as universities, non-governmental agencies, and so forth. In each center, at least one consultant is available to advise teachers and to examine materials produced by them.

With respect to students, the centers offer courses and training in areas such as



creativity, "how-to" strategies, research, library skills, etc. Furthermore, the students are stimulated to plan and implement projects that address community needs, as well as to participate in fairs, seminars, and contests. Finally, the family unit aims to advise, inform, and give support to the family of the gifted student. Seminars,

conferences, and opportunities for families to attend parent support groups are also provided.

On a regular basis, the Ministry of Education and Education State Secretaries evaluates the programming of these centers. The implementation of these centers is a very important step to improving the education of the gifted in Brazil, and to increasing the number of students attending programming designed for the gifted and talented.

The 2nd National Meeting of the Brazilian Council for Giftedness

The 2nd National Meeting of the Brazilian Council for Giftedness will be held in Pirenópolis, November 6-9, 2006.

The theme of the event is "Investment on Talents: Responsibility of All." The purposes of the meeting are: (a) to bring together persons and institutions, both domestic and foreign, interested in high abilities/giftedness in order to discuss the education of the gifted and talented in Brazil, (b) to provide scientific information regarding giftedness, (c) to present programs and services for the gifted, as well as the results of research conducted in Brazil, (d) to provide information to public and private institutions in charge of designing and promoting public policies for gifted people, and (e) to cooperate for training of professionals who work in the field.

The program for the meeting includes workshops, lectures, and round-table discussions on topics such as: the relationship between creativity and giftedness; the identification of talents and interests; the provision of challenging curricular options for the gifted; history, recent trends, and future perspectives in education for the gifted in Brazil; stimulating creative talent; gifted students with special educational needs; and public policies for the gifted. Some of the keynote speakers invited are Dr. Jean Gubbins and Dr. Robin Schader, from the University of Connecticut; Dr. Eunice Alencar from the Catholic University of Brasilia; Dr. Maria Helena Novaes from the Catholic University of Rio de Janeiro; Dr. Maria Candida Moraes from the Catholic University of Sao Paulo; Dr. Solange Wechsler from the Catholic University of Campinas; Dr. Zenita Guenther from the Center for the Potential and Talent Development; and Claudia Dutra from the Ministry of Education. For information regarding the 2nd National Meeting of the Brazilian Council for Giftedness see the site www.conbrasd.com.br or send an email to conbrasd@uol.com.br.

Books

Three books on giftedness were recently published in Brazil. The first of these, *Talent and Giftedness: A Problem or a Solution?*, was published in 2005 by Maria Lucia Sabatella, and the topics discussed relate to the structure of the brain, intelligence, conceptions and characteristics of the gifted, identification processes, and services for gifted students. The second book, *Education and High Abilities/Giftedness: Daring to Review Concepts and Practices*, was published in 2006 and was edited by Soraia Freitas. The twelve chapters of the book assess several aspects of giftedness such as:

the relationship between the family and the school, the gifted adolescent, myths, resilience and giftedness, and public policies and programs for the gifted. The third book, *Capacity and Talent: A Program for the School*, was published in 2006 and written by Zenita Guenther. This book offers detailed guidelines as to how to implement a program for talented children, and it is based on the author's many years of experience as the Director of the Center for Potential and Talent Development.

In addition, the Ministry of Education is organizing four volumes of a book entitled *Building Educational Practices for High Ability/Gifted Students* for teachers and parents who will be involved in the Centers of Activities of High Abilities/Giftedness. The first volume gives an introduction to the theme of giftedness; the second volume contains information about gifted children (concepts, legislation, characteristics, identification, practices); the third volume includes activities for fostering gifted students' talents and interests (for example, creativity, self-concept, enrichment clusters, etc.); and the fourth volume discusses the importance of the family in the development of the gifted student to his/her full potential, and suggests ways in which the family can stimulate the child.

FROM THE EMERALD ISLE

Leslie S. Graves
Vice Chairperson, IAGC
WCGTC Delegate, Ireland

The Irish Association for Gifted Children started out the year with a bang, that is to say, by holding their AGM in January, rather than October, in order to symbolize renewed energy and hope. It was the beginning of a very productive year. Several events took place over 2006.

Speakers Nights

The AGM was held at the Centre for Talented Youth in Ireland, through their generous permission. As a result, it was extremely well-attended and we took on many new members. Ms. Sheila Hawkins gave an excellent talk on gifted adolescents that could have only come from someone who had "worn the tee-shirt." It was much appreciated.

In June, another of our members, Ms. Dorothy Armstrong, M.A., spent the spring looking into the current and future legislative issues surrounding the educational provisions for gifted students in the Irish system. She revealed her findings to the group in a very accessible manner. This was an excellent idea and very well-researched. Many parents went away feeling better equipped to deal with their school situations. The importance of empowering parents with knowledge can never be understated.

In September, Dr. Joyce Senior was kind enough to share the results of research done in 2005 for her Masters thesis. The talk revolved around the educational and socio-emotional experiences of gifted students. Most of the sample had just finished secondary school, or started college. A very interesting discussion ensued on the comparison of the negative self perception of these students in relation to the term 'gifted' (which many times seems to be driven by outside attitudes and influences), and the inherent need for acknowledgement and validation of their strengths. It was recommended that in order for gifted children in Ireland to be comfortable with themselves, the perceptions and attitudes of those in whose care they are placed must also change and become much more positive.

In the near future, we will be hearing the very interesting results of another Masters thesis on acceleration of gifted students in Ireland, which was done by a post graduate student at UCD and supervised by Dr. Joyce Senior. It is very heartening to see a heightened interest within our own country in the area of giftedness.

CCEA and NCCA Guidelines for Teachers of Exceptionally Able Children

2004/2005-2006 brought with it a partnership between Northern Ireland and the Republic of Ireland in respect to provision for exceptionally able children. These two groups have been working on a joint project between both countries resulting in a draft document (still currently unavailable to the lay person). It is hoped that this document will reach its final stages by early next year and will finally be launched as a publication for use

by the general teaching population.

The background document used for this purpose, and from which the guidelines took shape and information extrapolated, may be accessed by logging on to the CCEA website.

Several individuals were consulted and commissioned as advisors, writers, and/or contributors on an individual basis during its evolution and in order to keep a balanced approach. These have included members of NCCA, CCEA, CTYI, and IAGC. The organizations themselves have had opportunities to review some of the material contained in the guidelines, and look forward to seeing the completed document.

This will truly be an exciting and historical moment.

Other News

CTYI - In conjunction with the SSES or Special Education Service, they have launched an on-line course for teachers of exceptionally able children, and are running a series of lectures aimed at parents of gifted children this autumn.

New website - Our current chairperson, Margaret Mackeon, should be congratulated for developing our new website, www.iagc.ie. We would welcome any comments or constructive suggestions at iagc@eircom.net on this, with 'iagc website' in the subject line.

Regional support groups - Due to the hard work of Anna Giblin, over the last year we have seen the formation of four regional support groups in the Dublin and Wicklow area. These help parents in their local areas to come together and support each other, as well as organising activities and outings for their children. A fifth group is reported to be starting in Kilkenny area.

Newsletters - We have produced four newsletters this year. This is an important part of our work as it is often the only link that many of our members, who may live in other parts of the republic, have to the access of information and support.

Helpline - This is always busy.

We are hoping to have our next AGM in January 2007, and are keeping an eye on developments in regard to the WCGTC and the Conference in England. We are hoping that a few of our members will be seeing you all there!



The World Council for Gifted and Talented Children

The World Council is a nonprofit international organization dedicated to the needs of gifted and talented children all over the world.

For more information, please contact us at World Council Headquarters:

c/o The University of Winnipeg
515 Portage Avenue
Winnipeg, Manitoba
Canada R3B 2E9

phone 204.789.1421
fax 204.783.1188
worldgt@uwinnipeg.ca
www.WorldGifted.ca

CALENDAR OF UPCOMING EVENTS

February 2-4, 2007

Asociación Mexicana Para el Apoyo a Sobresalientes (AMEXPAS): VII Congreso Internacional
Mazatlán, Sinaloa, Mexico
www.geocities.com/amexpas

August 5-10, 2007

World Council for Gifted and Talented Children's 17th Biennial Conference
Warwick, England, United Kingdom
www.worldgifted2007.com

Vancouver

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- In the event that one of the EC members was only to provide a first choice, the other three countries would each be assigned 2 points.
- In the event that one of the EC members was only to provide a first and second choice, the other two countries would each be assigned 3 points.
- The country having the fewest points would win the bid.

In the end, the vote was extremely close, with only one point separating the winning Vancouver bid from the runner-up!

So, as we all look ahead to next summer's Conference in Warwick, we can be sure that Janice and her team will already be hard at work on preparations for the 2009 World Conference in Vancouver!



President's Message

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apologize for the delay in putting out the 2006 issues of the journal, but unfortunately, Maria, our editor, is presently on a medical leave. Again, we thank Dr. Taisir Subhi Yamin, Dr. Albert Ziegler, and Dr. Heidrun Stoeger for assisting her, especially at this time, to ensure we are able to produce another issue soon. Meanwhile, our thoughts are with our good friend and colleague, Maria. She has been working very hard for our organization, and we wish her a speedy return to good health.

Fourth, we want to express our appreciation to the University of Winnipeg. The University has been very supportive of our Headquarters. Recently, the University funded a new part-time term position in Headquarters, and Annette Greene has been hired to assist Lisa. With the strong support of the University and the hard work of our colleagues, our services to you can be carried out smoothly and efficiently.

Finally, during the past year, there were many conferences on giftedness, held in many regions of the world. Many of our delegates and members took the opportunity to represent our organization when they attended these, either by speaking on behalf of the World Council or by recruiting new members. Their commitment to enhancing global involvement in our organization is highly valued. Thank you to all!



AWARDS NOMINATIONS

The World Council for Gifted and Talented Children is accepting nominations for the following awards which will be presented at the 17th Biennial World Conference in Warwick, England, August 5–10, 2007.

Award nominations may be made by any World Council member in good standing.

Nominations must be received by January 15, 2007.

International Award for Research

Selection Criteria: International recognition as a researcher in gifted education; significant contribution through research in establishing gifted education as a recognized field of study in education, in extending the knowledge base of gifted education, and in improving the practice of gifted education.

International Creativity Award

Selection Criteria: International recognition as a researcher in creativity; significant contribution in promoting creativity in education.

A. Harry Passow International Award for Leadership in Gifted Education

Selection Criteria: International stature as a leader in gifted education; a person whose life and work has significantly influenced policy and practices in gifted education; outstanding contribution in promoting the cause of gifted education worldwide.

Distinguished Service Award

Selection Criteria: Outstanding contribution to gifted education as reflected in service to the World Council and the furtherance of its purposes over ten or more years.

PREVIOUS AWARD RECIPIENTS

Distinguished Service Award

James J. Gallagher, 1997
Wu-Tien Wu, 1999
Barbara Clark, 2003
Klaus Urban, 2005

International Creativity Award

M. K. Raina, 1995
Arthur Copley, 1997
Morris Stein, 1999
E. Paul Torrance, 2003
Donald J. Treffinger, 2005

A. Harry Passow Award for Leadership in Gifted Education

E. Paul Torrance, 1997
John Feldhusen, 1999
Joseph S. Renzulli, 2005

International Award for Research

John Feldhusen, 1997

President's Award

Edna McMillan, 1999
Barbara Clark, 2005
Sheila Madsen, 2005
Dennis Stevens, 2005
Dennis Freitas, 2005
Joyce van Tassel-Baska, 2005
Nancy Green, 2005
Brent Mundt, 2005

Award Nomination Form

Your Name _____

Address _____ City _____ State/Prov. _____

Country _____ Zip/Postal Code _____

Tel _____ Fax _____

e-mail _____

I nominate the following person for:

- ☐ Distinguished Service Award
☐ International Creativity Award
☐ International Award for Research
☐ A. Harry Passow International Award for Leadership in Gifted Education

Attach a letter of nomination and nominee's curriculum vitae with completed form and return to:

World Council for Gifted and Talented Children
c/o University of Winnipeg, 515 Portage Avenue
Winnipeg, MB R3B 2E9
CANADA
Telephone: 204.789.1421 Fax: 204.783.1188
e-mail: worldgt@uwinnipeg.ca
Website: www.wcgtc.org or www.worldgifted.ca

Nominee _____

MEMBERSHIP APPLICATION



Last Name _____

First Name _____ Initial _____

Address _____

City _____ State/Province _____

Country _____ Zip _____

Tel work _____ Tel home _____

Fax _____ e-mail _____

Membership Categories (includes *Gifted and Talented International* journal and World Gifted newsletter)

☐ 1-year individual US\$50 ☐ 2-year individual US\$95

☐ 1-year graduate student US\$40 (to qualify, you must be a full-time graduate student with authorization from your advisor)

Advisor's signature _____

University _____

By selecting one of the following categories, your generous contribution provides additional support for WCGTC activities.

☐ 1-year Silver US\$100* ☐ 2-year Silver US\$190*

☐ 1-year Gold US\$250* ☐ 2-year Gold US\$475*

☐ 1-year Platinum US\$500* ☐ 2-year Platinum US\$950*

☐ Lifetime membership US\$1250*

*10% of membership fee is contributed to the Barbara Clark Scholarship Fund

Role

☐ Professor ☐ Parent ☐ Psychologist

☐ Educator ☐ Researcher ☐ Counselor

☐ Other _____

Special Interests _____

Payment Method

☐ Check or bank note enclosed (made payable to WCGTC Membership, U.S. funds only) in the amount of US\$ _____

Please bill my credit card.

☐ MasterCard Number _____

Exp. Date ____ / ____

☐ Visa Card Number _____

Exp. Date ____ / ____

Signature _____

Mail completed form with payment to:

World Council for Gifted & Talented Children
c/o The University of Winnipeg, 515 Portage Ave.
Winnipeg, MB Canada R3B 2E9

ELECTIONS OF THE EXECUTIVE COMMITTEE MEMBERS 2007

NOMINATION BALLOT

Nomination for Members of the Executive Committee of the WCGTC:

- For each nomination you wish to make for the Executive Committee, please complete a separate form and enclose a short (one-half, single-spaced page) biography and statement regarding the qualifications of the person. Your nomination must be seconded by a current member from another country. That person may sign the form you submit, or alternatively, s/he can contact Headquarters by e-mail or send a separate form by fax or mail.
- Only one member of the Executive Committee may serve from any one country, and the following Executive Committee members have two years remaining in their terms of office; therefore, the nominations you make for the two new Executive Committee members may not include:
Australia (now represented by Maria McCann)
Bahrain (now represented by Taisir Subhi Yamin)
Taiwan (now represented by Den-Mo Tsai)
U.K. (now represented by Deborah Eyre)
U.S.A. (now represented by Sandra Kaplan)
- You may nominate members from any other country.

Please note that the deadline for nominations by letter or by fax is January 15, 2007.

Your Name _____

Address _____ City _____ State/Prov _____

Country _____ Zip/Postal Code _____

e-mail _____

Name of Nominee _____

Address _____ City _____ State/Prov _____

Country _____ Zip/Postal Code _____

e-mail _____

Seconded by _____

Signature _____

Country _____

Please verify that the persons you are nominating are willing to serve and will be attending the 2007 World Conference.

from
Local
to
Global

The World Council for Gifted and Talented Children's
17TH BIENNIAL WORLD CONFERENCE

Worlds (of) Giftedness

THE UNIVERSITY OF WARWICK
5-10 August 2007



CALL FOR PAPERS

Please attach this cover sheet to your abstract. Copies of this form can be found at www.worldgifted2007.com

Please print or type clearly

Title of Submission (12 words or less)

Title (Prof. Dr. Mr. Mrs. Ms.)

First Name/Given Name (Primary author or organizer)

Middle Initial

Last Name/Surname/Family Name

Preferred Mailing Address (must be complete)

City

State/Province

Country

Postal Code/Zip

Institution/Affiliation

City

State/Province

Tel: (work)

Tel: (home)

Email:

Fax: (work)

Fax: (home)

Mobile/Cell Phone:

Are you a member of the World Council for Gifted and Talented Children? Yes ☐ No ☐

For details of how to join the World Council for Gifted and Talented Children please go to: www.worldgifted.ca

TYPE OF PRESENTATION

- ☐ Colloquium ☐ Debate ☐ Symposium (Group presentation on a single theme. The moderator is the symposium chair and is responsible for sending in the proposal and notifying the other presenters in the group whether the proposal has been accepted or declined.)
☐ Workshop ☐ Paper ☐ Poster (Must be a free-standing, clear visual presentation. Author must be present with handouts available.)

EMPHASIS OF PRESENTATION

- ☐ Research ☐ Theory ☐ Practice ☐ Policy ☐ Practical Workshop

PRIMARY TARGET AUDIENCE

- ☐ Researcher ☐ Education Professional ☐ Parent ☐ Policy Maker

EXPERTISE OF AUDIENCE

- ☐ Very experienced ☐ Experienced ☐ Beginner

SUBJECT CLASSIFICATION (Tick the most applicable categories)

- | | |
|--|---|
| <input type="checkbox"/> underachievement | <input type="checkbox"/> assessment and identification |
| <input type="checkbox"/> social disadvantage and intervention programmes | <input type="checkbox"/> characteristics of gifted children |
| <input type="checkbox"/> formation and implementation of national policies | <input type="checkbox"/> lived experiences of giftedness (child and/or parent perspectives) |
| <input type="checkbox"/> classroom practice and effective pedagogies | <input type="checkbox"/> social and emotional aspects of giftedness |
| <input type="checkbox"/> teacher and teacher training development | <input type="checkbox"/> open strand |
| <input type="checkbox"/> creativity and the talent dimension | |

AUDIOVISUALS REQUIRED

Please list audiovisuals required. Overhead projectors and data projectors will be supplied. All presentations should be on transparencies, memory stick, CD or floppy disk. All other audio visual requirements will incur a charge, and will be dealt with on an adhoc basis.

NB: No live links to the internet will be provided unless specifically requested.

PROPOSAL DEADLINE JANUARY 15th 2007

www.worldgifted2007.com

PROPOSAL CONTENTS

Proposals must be based on research, theory, practice, or policy. Preference will be given to work that has not been published elsewhere.

Proposals should address the concerns and interests of researchers, education professionals, policy makers and parents who seek to respond to the needs of gifted and talented young people. Proposals will be evaluated by the Conference Programme Committee using the following criteria:

- Significance of the proposal
- Clarity and organisation of the proposal
- Soundness of concepts to be presented
- Soundness of the methodology
- Originality
- Appropriateness for a conference committed to global concepts of giftedness.

PROPOSAL SUBMISSION CHECKLIST

If you are sending hardcopy, please include three (3) copies of each of the following items. If you are submitting electronically, please send one (1) copy of each of the following:

- ☐ Proposal cover sheet.
- ☐ Abstract's title page (title of presentation, **names of all presenters and complete affiliate listing of all presenters, addresses, including email and fax.**)
- ☐ One-page (single-spaced) 100 word abstract (or for workshops a description or briefing note) with title included. Abstracts should also be appropriate for inclusion in the conference programme.

Additional items to remember:

- ☐ If you are sending hardcopy and require an acknowledgement of receipt, please provide one self-addressed postcard with your proposal. Those submitting from Europe and USA should also include postage.
- ☐ All proposals must be submitted in English.
- ☐ Proposals, **whether accepted or declined will not be returned.** Make sure you retain a copy of your proposal.
- ☐ Deadline for submissions: Proposals must be **received on or before Monday 15 January 2007.**

ADDITIONAL INFORMATION FOR PROPOSAL SUBMISSION

- 1) The Conference Programme Committee will accept no more than two (2) proposals from any one person listed as the lead presenter. You may, however, be listed as a panelist or secondary presenter on other proposals. If your name appears on accepted proposals, which are scheduled at the same time, you will be required to select the one session at which you present.
- 2) Proposals received **after** Monday 15 January 2007 will **not** be acknowledged and cannot be considered for the conference programme.
- 3) **Presenters and co-presenters must be pre-registered by April 30 2007.** Presenters not pre-registered by April 30 will not have their abstract listed in the programme and may not be included in the programme.
- 4) Proposals for the 17th World Conference will be reviewed by the Conference Programme Committee. You will be notified whether your proposal has been accepted or declined by the end of March 2007.
- 5) Presentations should be structured to allow for audience participation, questions and discussions (as appropriate).
- 6) Expenses for travel and attendance (including registration fee) are the responsibility of each presenter.
- 7) Overhead and data projectors will be provided. Any other audio-visual equipment can be provided by the conference committee at the expense of the presenter.
- 8) All proposals must be submitted in English.

EMAIL AND POSTAL ADDRESSES

Please attach this form to your proposal. An electronic version of this form is available at www.worldgifted2007.com

Submit proposals electronically to worldgifted2007@warwick.ac.uk

Post hardcopy proposals to:

Gifted 2007

The Conference Organiser

The National Academy for Gifted and Talented Youth

University of Warwick, Coventry CV4 7AL

If you have any queries regarding this form please contact us at:

worldgifted2007@warwick.ac.uk or by fax on

+44(0) 2476 574487, mark all correspondence:

Attn World conference

SUBMISSION DEADLINE

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WC BOOK REVIEWS

In this issue of *Gifted and Talented*, we introduce a new regular feature, i.e., book reviews. In this section, we plan to feature reviews on a variety of books of interest to members, including from time to time, reviews of books written by our members! If there's a book you'd like us to review (or that you would like to review for us!), please contact Lisa McLean at Headquarters at worldgt@uwinnipeg.ca.

In this issue, we offer Wendy Burke's review of Alissa Quart's new book, *Hothouse Kids: The Dilemma of the Gifted Child*.

Growing Geniuses

Reviewed by Wendy Burke

Winnipeg Free Press/August 27, 2006/
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Hothouse Kids: The Dilemma of the Gifted Child

By Alissa Quart

The Penguin Press, 272 pages

American writer Alissa Quart is bitter. She grew up as a brilliant prodigy and missed out on being a regular kid. That puts her in the unique position of having lived her subject matter in her study of prodigies, *Hothouse Kids: The Dilemma of the Gifted Child*.

On the one hand, as a former child prodigy herself, she brings a unique perspective to the drama of growing up gifted. On the other hand, her negative experiences colour that same perspective. And, unfortunately, it shows.

Here she is on her father: "My father would have bristled at the notion that he was an overbearing puppet master.... If I sat absolutely quietly and wrote lyrical verse about treetops, I was peachy. My father was hell-bent on bettering my lot – and by extension our family's lot – by bettering

mine.... My father's plan succeeded on one level, of course. I became a hothouse kid. I wrote my first novel at seven, and won a dozen creative-writing competitions before I turned 17."

It's clear she recognizes the difficulties she encountered growing up as she did. And it's important that she is upfront about that experience in her presentation. But sometimes, her tone makes it clear she is disgusted with the whole prospect. It's not necessary, because the material by itself is powerful enough to let the reader draw their own conclusions.

When she introduces the reader to the "child preachers" who actually compete with one another (a shudder-inducing notion all by itself), she describes the room as "lousy with 'boy preachers.'" In instance after instance, the children are all odd, the parents all seem to be screwed up in one way or another. For some parents, competitions (like the Scrabble circuit) provide a social outlet for the parents. To Quart, that is somehow sinister. One starts to wonder – are there no "normal" families with exceptional kids? Why don't they show up?

Quart is sharp in her critique of the business of growing geniuses. That perspective is certainly reflective of her earlier book *Branded: The Buying and Selling of Teenagers*. In the same way that "cool" and a sense of belonging are marketed to teenagers, the "Baby Edutainment Complex" sells security to parents trying to give their infants a leg up.

From there she takes the reader through the world of giftedness, the endless rounds of evaluations and classes and competition to get into the right schools (in some cases the most lucrative employment) and the competitions that show off the talents these kids have.

And endless training and competition has its price. While some kids fare better (the math whizzes who get picked up by Wall Street) some kids, like music prodigies, wake up one day and realize that they are

no longer special because they are now adults.

In some ways, Quart is right, there is much to be deeply concerned about. The aggressive training of natural prodigies and the forced early development of "baby geniuses" (the way a gardener manages the early blooming of a bulb) tend to rob not only prodigies of the full experience of childhood, but "regular" kids as well.

Hothouse Kids is good reading for parents even if it's just to be forewarned of the pitfalls of stealing childhood early, much the same as David Elkind warned about in his 1979 classic *The Hurried Child*.

Advertisers know that parents (especially achievement-oriented types) are prone to worry about the future of their children and make profits by exploiting that worry.

Furthermore, the trend to interpret scholastic achievement on the basis of test scores alone (the basis of [U.S. President, George W. Bush's, policy] No Child Left Behind) encourage the schools to "teach to the test," meaning that all kids are taught in the same way, in order to produce the same results, regardless of where a child really is in terms of their development. That means slow learners get left behind, and kids who should be fast-tracked get bored.

What is Quart's solution to the problem of educating gifted kids? It's the same predictable solution to every problem with kids today, gifted or not.

You just need to throw enough money at schools for new programming and it will all get better. But recent history has yet to prove, to American or Canadians, that more money actually fixes anything. So Quart will have to come up with a better idea.

Maybe there's an as yet undiscovered prodigy out there who will have the answer to that question.

Wendy Burke is a Winnipeg freelance writer and the mother of two very musical children.

AMERICAN TEACHERS STUDY SPECIAL POPULATIONS OF GIFTED STUDENTS IN SOUTH AFRICA 2006

Gillian Eriksson, WCGTC Delegate, U.S.A.

The excitement of seeing South Africa's magnificent scenery, wildlife, rich history, diverse population, great shopping, and exciting cities of Pretoria, Johannesburg, and Cape Town were some attractions that lured a group of 12 undergraduate and graduate education students/teachers from the University of Central Florida (UCF). The main draw, however, was the opportunity for these teachers from Orlando to complete service learning in a range of diverse schools, and to see first-hand how South Africa has transitioned from a racially segregated apartheid society and school system to a vibrant mix of races, cultures, genders, abilities, and incomes in South Africa's classrooms today.

This study abroad program was a collaborative project between the Department of Educational Studies at UCF and the University of South Africa (UNISA) through the Department of Sociology, and the Unit of Social Behavior in HIV/AIDS and Health (USBAH). Dr. Gillian Eriksson (UCF coordinator) worked with Leon Roets (UNISA coordinator) to create a dynamic program that would not only focus on critical issues in education, but expose these teachers to diverse schools, including how gifted students were served. Professor Shirley Kokot from the University of South Africa – also a member of the Executive Committee of the World Council – coordinated a visit to Radford House, a school for gifted students in Fairlands, Johannesburg, which she founded in 1996.

During this UCF study abroad, students completed coursework in Critical Issues in Education, Multicultural Education, and Gifted Education. The coursework in Gifted Education is available online, and includes Understanding the Gifted, Curriculum for the Gifted, Special Populations of Gifted, Counseling the Gifted, and Creativity (the five courses required for obtaining an endorsement certificate in gifted education in Florida).^{*} These courses can be included

in a Master's Degree in Curriculum and Instruction, specializing in Gifted Education, which many of the graduate students were working towards.

The itinerary included visits to schools and agencies serving diverse populations: inner city, township, suburban, orphanage, hospice, private, a special school for the gifted, a special school for the deaf, temporary bridging schools, and elite schools. Students were able to experience the disparity in opportunity due to income and ethnicity, the crisis facing South Africa due to HIV/AIDS, the differences in educational environments, as well as in the emotional and social climates of these schools.

Critical issues examined during this study abroad:

1. The legacy of apartheid;

The group was fortunate to hear special presentations on the current issues in South African education by UNISA faculty. Some of the more profound first hand experiences that made an impact on the group included individuals who had been imprisoned on Robben Island with Nelson Mandela; displaced from the "coloured" community in District Six in Cape Town; as well as those who were teaching with HIV/AIDS and those who were struggling to serve orphans with HIV/AIDS. On June 15th, they attended a concert at St. Vincent's School for the Deaf^{**}, where they were



A classroom in an urban school

commemorating the 30th anniversary of June 16th, 1976 (Youth Day). They saw plays and heard poetry, created and performed by deaf students, about the Soweto student uprising, an event when black students protested against the use of Afrikaans as a medium of instruction which lead to rioting, police raids, and to the tragic deaths of so many – the most well-known of whom being Hector Pieterse, aged 13. (A teacher interpreted these plays for the audience.) This was a powerful and emotional experience, made only more profound by the creative brilliance of these talented students. Sadly, the future of this dynamic and wonderful school serving this special population is in jeopardy due to lack of funding, as the government uses inclusion for exceptional students.

2. The impact of HIV/AIDS on education;

Students were part of a two day HIV/AIDS conference (Tswane Metropolitan Council) which not only gave them an insight into how local municipalities, schools, and villages were coping with this crisis, but also addressed the following: the use of antiretroviral drugs; the use of traditional healers ("Sangomas"); an understanding of the needs of the LGBT community (Lesbian, Gay, Bisexual and Transgendered); and a curriculum of education about HIV/AIDS. They understood the stigmas attached to those who are HIV positive, controversies about treatments, and also heard personal testimonies of teachers and students who have AIDS. They enjoyed the African songs, dances, and prayers which initiated this conference. They also visited a student counseling project for HIV/AIDS at the University of the Western Cape, and heard about teacher shortages and a curriculum that uses creative thinking to generate awareness about HIV/AIDS for elementary students. The group visited an orphanage, clinic and hospice for victims of HIV/AIDS, and heard the

American Teachers

many tragic personal stories of homeless children and adults who were being served by incredibly committed individuals with minimal funding.

3. Challenges teachers face in managing diverse students populations;

Students completed service learning and, for example, saw a classroom of children who spoke as many as eight different languages and who were from a range of socioeconomic backgrounds. Obviously, managing the disparity in skills, accumulated knowledge, actualized ability levels, languages, and cultural perspectives is a great challenge to teachers.

4. Approaches to gifted education;

There are no special provisions or services mandated for gifted students in regular South African schools. The official approach uses inclusion through outcomes-based education. In practice, however, few teachers or principals have had any training in gifted education or modification of the curriculum for gifted students. In disadvantaged communities, gifted students face lowered expectations, poor resources, inadequate challenge, and inappropriate strategies. It is assumed in some schools that a rigorous curriculum is all that is required. Some private schools assume that setting high standards for admission will ensure that the school serves only high-ability students. There are, however, schools for students with talent in the performing arts.

Radford House is a private primary (elementary) school which caters to children with high intelligence and/or creativity, and high potential. Located in the northern suburbs of Johannesburg, it currently has an enrolment of about 100 children and can accommodate a maximum of 128.

"Subjects offered include those stipulated by the National Education Department, supplemented with enrichment. Horizontal enrichment, involving the application of content to real-life situations and vertical enrichment involving the exploration of

content in more depth occurs in all subject areas and across all grade levels" (Radford House website**).

The time spent at Radford House was very enlightening for the group. Principal Phillip Kokot explained the philosophy of the school, models of gifted education, the use of a profile of assessment and identification; the thematic approach taken to curriculum development as an interaction with the students; the use of appropriate strategies such as cooperative learning and game-based teaching; as well as project development. Located in a large suburban house, the atmosphere is relaxed and respectful, with dynamic teachers who are able to challenge the individual needs of their students. We saw enthusiastic gifted students who had invented their own board games about dinosaurs; demonstrated high level questioning about history; and were doing applied mathematics. We heard how teachers have their students formulate areas and topics for exploration and assist students as they pursue problem-solving and critical thinking in special research areas.

5. Equity and access to resources;

Visits ranged from an inner-city school where the teachers had to maintain the building and buy their own equipment to a high school, referred to by the group as the "Harry Potter" school, where the South African national rugby team, the Springboks, were practicing on the green fields. The vibrant songs and dances of the poorer children, who had minimal materials in a classroom in disrepair, were in stark contrast with the Eisteddfod concert that included a student orchestra; rock groups; classical guitar and everything of the finest



The group at the University of Western Cape

in classrooms, chapels, and resources in the context of a challenging curriculum. A school based on Rudolf Steiner's thinking (i.e., developing responsible and conservation-conscious use of resources in contemporary society) used only natural objects, materials, and fibers in the classroom and architecture without squares, and offered infused arts in education, a focus on critical and creative thinking, and an interactive student-centered developmental curriculum.

After this enlightening trip, a question was posed to the group: If you had to choose any classroom we had visited, where would you like to teach? Interestingly, not a single school we visited was left out in the responses of these teachers!!! Their choices were as diverse as the schools that we had visited, each seeing the needs that were served in that community. They left with a renewed vision to serve and an enriched understanding of challenges faced by the dedicated teachers in this transformed country. We are grateful to all the teachers, principals, and faculty who were involved in this program.



Dr. Eriksson (centre) and teachers at the Penguin colony in Cape Town

*UCF Website:

<http://pegasus.cc.ucf.edu/~gifted>

**St. Vincent's School for the Deaf:

<http://www.cathca.co.za>

***Radford House (gifted students):

<http://www.radfordhouse.co.za/>

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.

We continue to invite all members to contribute! Please report on anything that you think would interest other members, such as events or initiatives in your area or country, news about regional organizations, profiles of individual members, or announcements of upcoming events.

Please forward your submissions to World Council Headquarters c/o The University of Winnipeg, 515 Portage Avenue, Winnipeg MB Canada R3B 2E9.

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. It is published twice a year. Prospective authors are requested to submit manuscripts or queries to:

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MEMBERSHIP OPTION FOR ORGANIZATIONS

Organizations can buy two or more memberships at a reduced rate:

- 90% of the regular rate for up to four memberships
- 80% of the regular rate for more than five memberships

Immediately after receiving confirmation from Headquarters (HQ) that the fees have been received, the organization will notify HQ of the names of the individuals who have been provided the memberships. Individuals may change during a fee period, but must be announced to HQ prior to any change. Payments of fees must be provided in one total sum by the organization. *Please note that organizations that buy two or more individual memberships do not automatically have the status of an Affiliate Organization, but must follow procedures if they wish to have that status.*

INTRODUCING A NEW FEATURE OF OUR WEBSITE: DISCUSSION LINK

If you go to our website (www.wcgtc.org or www.worldgifted.ca), you will find a new feature that we've just introduced called Discussion Link. Discussion Link provides a way for our members to communicate with one another in regard to specific issues in the area of gifted education, or, as in the case of the following, when individuals are seeking answers to specific questions. We'll feature, as below, a link for educators and a link for parents.

Educators

A graduate student from California in the U.S.A. writes:

"I would like to obtain information that would explain the development of the gifted standards as well as information regarding gifted curriculum for science students in grade seven life science courses. Basically I need to know what the ideal curriculum for students identified as gifted would consist of for science."

Anyone with information and ideas about gifted education for science is asked to please contact Lisa at Headquarters (worldgifted@uwinnipeg.ca). We should be able to get a really interesting discussion going on this subject!

Parents

A parent writes:

"I am searching for an age-appropriate reading list that will challenge my grade son who is in grade five, but who is reading at the 11th grade level."

It's easy to see where this would be a real challenge. Again if anyone can make some suggestions for reading materials that would be interesting and appropriate for this young reader, please contact Lisa at Headquarters (worldgifted@uwinnipeg.ca). In addition to providing suggestions to this reader, we could also start a reading list on the Children and Teen's section of the website!

To read responses to these questions, just go to our website at www.wcgtc.org or www.worldgifted.ca and click on "Discussion Link" at the bottom of the home page!

We invite you submit questions as well to Headquarters at worldgifted@uwinnipeg.ca. We look forward to hearing from you!

YOUR WORLD COUNCIL EXECUTIVE

In an effort to familiarize you with the members of our Executive Committee, we are featuring the biographies of members of the EC in each issue. As their present terms on the Executive are ending soon, we take this opportunity to profile two long-standing members who have contributed significantly to our organization in their roles as delegates for their respective countries and as members of the Executive.

Edna McMillan

Edna McMillan has been an active member of the World Council since 1979, several times acting as a Canadian delegate. After receiving her doctorate working with Dr. Paul Torrance at the University of Georgia, she returned to her Ontario school system outside Toronto as coordinator for all levels of gifted and talented programs. She developed and taught courses on gifted education for several universities. She was also instrumental in helping to create gifted programs across Canada. As treasurer, she has been working to improve communication and understanding between the Executive and the membership.

Shirley Kokot

Watching the educational experiences of her three talented children was the

motivation behind Shirley Kokot's interest in the gifted field. This interest led to her completing a Master's thesis in gifted education as well as writing two books on the subject. In her work as an Associate Professor in the School of Education at the University of South Africa, she has been responsible for the B.Ed. specialization course in gifted child education and initiated a one-year certificate course that serves to help teachers and parents understand giftedness in all its ramifications. In 1996, she founded Radford House in Johannesburg, the only school for gifted children in South Africa, which continues to flourish and grow.

For the last decade, she has focused on the twice exceptional gifted child. In her search for ways of helping deal with the root causes of their learning problems, she introduced a neurodevelopmental approach to South Africa. This has been so successful that she now runs a full-time centre (The Centre for Integrated Learning Therapy www.ilt.co.za) which serves individual children as well as offering training internationally for teachers and other helping professionals.

She has been the President of the National Association for Gifted and Talented Children in South Africa for the past ten years and has served as both a delegate and a member of the Executive Committee of the WC for the past eight years.



Edna McMillan, second from the left, and Shirley Kokot, second from the right with the other members of the Executive Committee

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REPORT ON THE 9TH ASIA-PACIFIC CONFERENCE ON GIFTEDNESS

Ching-chih Kuo

President, Asia-Pacific Federation of the WCGTC

Entitled Beyond Equality and Diversity, the 9th Asia-Pacific Conference on Giftedness (APCG) was held at the Taipei Grand Hotel July 31 - August 4, 2006. This is the second time Taipei hosted the event, with the first time being in 1992 at the same venue.

The APCG Conference was sponsored by the Asia-Pacific Federation of the World Council for Gifted and Talented Children (APF-WCGTC). We had the honor of having the President of the WCGTC, Prof. Den-Mo Tsai, deliver the congratulatory address at the Opening Ceremony on August 1st, as well as giving an invited talk on August 3rd. President Den-Mo Tsai also joined the APF meetings; his generosity in providing guidance to the APF was greatly appreciated.

Even though it was a conference of the APF, it attracted delegates from all over the world. There were 551 delegates from 18 countries/regions at the conference itself, and 296 delegates from nine countries/regions at the Children and Youth Creativity Olympia Camp. The participating countries/regions included: Australia, Canada, Denmark, Germany, Hong Kong SAR, Japan, Philippines, Macau, Malta, Mainland China, Saudi Arabia, Singapore, South Korea, Thailand, Turkey, Dubai, UK, USA, and Taiwan.

The conference included many diverse activities including: press conferences, cultural performances, exhibitions,

school/cultural visits, awards ceremonies, and a post conference tour. Academic presentations, however, were the primary activity. There were 195 presentations, with most presentations given in the areas of creativity, curriculum, artistic talent, assessment, identification, the disadvantaged gifted, and so on.

Another highlight came with the performances of two talented young people: Mr. Ren-ning Chiu and Ms. Ming-shuan Tsai. Mr. Chiu is a 21-year-old pianist, and is autistic. Ms. Tsai, a seven-year-old girl, has a high degree of auditory sensitivity and gifts for music, and she is sightless. Being active and passionate with her music, Ms. Tsai performed on the violin and keyboard at the Welcome Party on the night of July 31st, and on piano at the Opening Ceremony on August 1st. Mr. Chiu and Ms. Tsai's excellent performances impressed all those in attendance.

Focusing on "Imagination, Ingenuity, and Innovation," the Children and Youth Creativity Olympia Camp had keynote speeches, courses, group activities, cultural performances, and cultural visits. Courses were given separately for different grades. For the students in the 4th-6th grades, the most interesting course was the first one, "Calligraphy." Most of these students had no previous experience holding a Chinese writing brush, so they found this work to be both fun and interesting. Students in the 7th-9th grades especially enjoyed the course, "Science Activities with Playing Cards." This course stimulated the students to think creatively while playing with a pack of playing-cards, a chopstick, an elastic-

band, two toothpicks, one pair of scissors, and a bottle of water. The students were enthusiastic about the creative exercises involved in this course, such as: using three cards to support a bottle of water, making a card fly away without throwing it, throwing a card as far as possible by using simple tools, and so on. Finally, the course entitled "The Power of Life" introduced the study of energy resources from the perspectives of physics and chemistry and was of great interest to the students in the 10th-12th grades.

A great deal of positive post conference feedback was received, and the conference was generally regarded as a success. Many participants indicated that they enjoyed it, and they applauded the unique features of this gathering. Participating students also replied that they "returned home with happy memories and stories to share." Much of the success was attributed to the full support provided by the WCGTC and APF. As well, many people noted that it was the participation and encouragement of all those attending that contributed to the success of this conference, and that made this gathering a wonderful one.

Preparations are already underway for the next conference, the 10th Asia-Pacific Conference on Giftedness, to be held in Singapore in 2008.

