



# WorldGifted

Newsletter of the World Council for Gifted and Talented  
Children

## Headquarters at Home



*Enviro-Tech students at the U of W (left to right) Chantel Witwicki, Amy-Anne Ferreira, Shawnie Davis, Jana Morrison, Kayshia Luce, Jessica Plouffe, Janelle Martel, Mitchell Anderson*

When the Executive Committee of The World Council for Gifted and Talented Children selected the University of Winnipeg for its new home in 2005, it found itself in very good hands. Here, at this downtown campus, in an institution that has grown to be associated with global concerns and global outreach, the Headquarters was planted in the Faculty of Education, which had and has at its helm a visionary, innovative Dean, Dr. Ken McCluskey. Never before has the WCGTC enjoyed the measure of support that it has here. According to Dr. McCluskey, the University of Winnipeg is “truly indebted to the WCGTC for the privilege of serving as its Headquarters” and “we are honoured to be able to contribute to the success of this critically important organization.”<sup>1</sup> Taking root in this supportive environment has benefited the World Council in many ways. Likewise, the University of Winnipeg, with its inherent tradition of academic excellence and innovation, has benefited from having Headquarters within its branches.

*continued on page 3*



## A MESSAGE FROM THE PRESIDENT

Den-Mo Tsai

I hope you are all well and healthy. It is time, again, to prepare for our biennial conference. I cordially invite you to the 18<sup>th</sup> WCGTC Biennial World Conference taking place in Vancouver, Canada from August 3<sup>rd</sup> to 7<sup>th</sup>, 2009. Abstracts and papers will be accepted until January 19<sup>th</sup>, 2009, by online submission. I encourage you to submit them and share your research and experiences. The World Conference is so remarkable because members and participants gather from around the world to contribute and share their research and experiences in gifted education.

Our conference organizing committee, including Local Conference Committee Chair, Dr. Janice Leroux; Program Chair, Dr. Edna McMillan; Headquarters Liaison, Cathrine Froese Klassen; Registration Chair, Dr. Stephen Klassen; Youth Summit Chair, Pegi Furanna-McIntosh; Proceedings Editor, Dr. Louesa Polyzoi; and Assistant Program, Chair, Dr. Janneke Frank, through strong teamwork, have been working very hard to plan a successful conference. Keynote speakers, featured sessions—workshops, debates, panel discussions, symposia, parent strand, poster display—the Youth Summit, and the social events guarantee a promising program. Your participation

*continued on page 4*

# Executive Administrator's Message



The “hazy, lazy, crazy” days of summer in Canada appear hazy by now; they may have been crazy, but they certainly have not been lazy at Headquarters. With our having entered the year of the biennial conference, we face without a doubt, an increased urgency to meet many initial deadlines.

While there are the usual office demands here as in any other season, much of the work right now is driven by the conference. The process of putting all the financial and technological pieces into place, in order to be able to manage the registration procedure and the Call for Papers at Headquarters, has been exceptionally complex and labor-intensive. Producing conference promotion materials that are on strict deadlines has also meant keeping extended working hours. I am pleased to report that the on-line system for receiving conference registrations and submissions of presentation proposals opened as scheduled, on October 1<sup>st</sup>. Abstracts and paper proposals must be submitted online at <https://conference.world-gifted.org>.

In mid-September, I had the opportunity to meet with our Local Conference Committee Chair, Dr. Janice Leroux, at Headquarters. Our meeting included a demonstration of our online conference registration and abstract and paper submission system by Registration Chair, Dr. Stephen Klassen, who is also the developer of the system.

I am also pleased to report that the Second Announcement for the Conference has been produced and gone to print, and circulation of it has begun. In it, you will find valuable information on the Conference Program, registration procedures, the Youth Summit, the social program, and additional pre- and post-conference opportunities. There is additional information on the conference in this newsletter, as well as at the conference website: [www.worldgifted2009.com](http://www.worldgifted2009.com).

I remind all WCGTC members that the Delegates for your country must be registered as delegates by January 1, 2009 in order for them to be able to participate in the Delegates' Assembly at the World Conference. Each member country is allowed to have as many as three delegates and one alternate. Notices and reminders were sent out at the end of August.

I have been promoting our conference through other conferences, such as ECHA in Prague, SENG (Supporting Emotional Needs of the Gifted) in Salt Lake City, and the forthcoming NAGC Conference in Tampa. We are anticipating a highly-successful conference in Vancouver.

With the 2009 Conference on the horizon, it is also time to begin the election process for the presidency of the WCGTC and several of its Executive Committee members. The particulars for the nomination process appear in this newsletter. The nomination forms are available online on our website. Headquarters' deadline for nominations is December 1<sup>st</sup>. All forms must be completed as specified and submitted electronically.

Several of you have been inquiring about the publication of the selected papers from the Warwick conference. The editing process is tedious and labor-intensive. By spending many extra hours, Dr. Louesa Polyzoi and I have completed the second last edit. However, with the heavy activity during the academic term, the project has been interrupted for a short time.

*Gifted and Talented International*, Volume 23. No. 1, has now been posted. This volume not only focuses on screening for and assessing different aspects and kinds of giftedness in children, but also aspects of the teachers—the emotional intelligence of teachers and factors that affect their ability to diagnose giftedness in children.

It is just over a year since I assumed the Executive Administrator position, over which period I have initiated and brought about numerous significant developments at Headquarters. I have reported these in previous issues of the newsletter and on our website. In this issue, I highlight our Headquarters location. The WCGTC is most fortunate to be able to enjoy the generous support of the University of Winnipeg. Read about it in “Headquarters at Home.”

The field of gifted education is becoming increasingly more dependent on web-based technology, as is the WCGTC. Besides having most of our conference activity and most of its promotion online, our primary activities and interaction with our membership and delegates occurs largely through our website and electronic mail. In this issue, I have placed the focus on the impact of the electronic medium on the field of gifted education: a worldwide online school, a global online resource system, and an international networking system for educators.

Periodically, Headquarters has the privilege of hosting or co-sponsoring events on campus. One such opportunity arose this summer when Dr. Trevor J. Tebbs, an educator, cognitive behavioural psychotherapist, educational consultant, and author, visited the University of Winnipeg. On August 5<sup>th</sup>, he conducted a seminar here, on his way home to Vermont. His presentation, attended by local educators, Faculty students, and administrators focused on the vulnerabilities of gifted children.

While international boards, such as ours, relate mostly through electronic means, I have enjoyed face-to-face meetings with four Executive Committee officers during the past year, at various locations. Sandy Kaplan and I met at last year's NAGC in Minneapolis; in the spring, Edna McMillan paid a visit to Headquarters, and shortly thereafter Leslie Graves and I met in Iowa; then in July, being involved in a conference in Munich, I had occasion to meet Taisir Subhi Yamin in Germany. It has been enriching to have had these encounters, and it has made the work at Headquarters more meaningful.

*Cathrine Froese Klassen*  
WCGTC Executive Administrator



## Headquarters at Home

*cont'd from p. 1*

This initiative by the Faculty of Education is well-aligned with the many other international projects undertaken by University President and Vice-Chancellor, Dr. Lloyd Axworthy.

As an honored guest at the University of Winnipeg, we, at Headquarters, are delighted to highlight the impressive programming and extensive outreach programs offered through the Faculty of Education, in addition to other outreach programs that emphasize the value of enrichment for gifted children and access to enrichment activities that are often not afforded disadvantaged children.

The support that is enjoyed by the World Council exists in generous human and material resources and strong moral support. Dr. McCluskey, first and foremost, funds the full-time position of the WCGTC Executive Administrator and a part-time office assistant. He has provided Headquarters with a large double office, housed in a university building with appropriate amenities, reception services, a visiting scholar's office, classrooms, and a board room. We also benefit from the university's infrastructure, which includes security personnel, financial services, office furnishings and equipment, the printing of the organization's newsletter, along with the benefit of on-site technicians, support personnel, and a maintenance team. The Headquarters also has full access to convenient on-campus services—postal service, catering and food services, lecture and workshop rooms, and printing and graphic design. Since his assuming the deanship at the Faculty, Dr. McCluskey has spearheaded a large number of initiatives that target specific needs. According to Dr. McCluskey, “the presence of the World Council on our campus has acted as the impetus for launching [several] provincial initiatives.”<sup>2</sup> These initiatives, supported by Dr. Lloyd Axworthy, President of the University of Winnipeg, have earned the university a Smart Award for Education (2005), awarded by the Smart Partners of Manitoba and accepted by Dean McCluskey, on behalf of the university. He can feel content

with his past successes and with what the future holds for him, for the Faculty of Education, for the University of Winnipeg, and for the World Council.

The gifted and talented children of the world, many disadvantaged and at-risk, many never identified and given the opportunity to make a difference in their own communities or countries, represent but one of the groups that are supported through the programs and projects that have emerged here in recent years. There is a natural symbiosis between the hosting institution and the mandate of the World Council—to serve the needs of children around the world in terms of talent development and realization of their potential, reducing at-risk factors, and enrichment.

The hosting university of the WCGTC is not a typical urban university. It is a thriving, diverse, multicultural, academic community, committed to access and excellence. As a university, one might expect the programs it offers to be directed to and service primarily university students; however, this is not the case. Besides the programs administered by the Faculty of Education, there are additional programs organized and supported by other departments and centres that are designed for the very children to whom the World Council caters. Each of these programs addresses and fulfills specific needs.

### *The Collegiate*

The University of Winnipeg contains a collegiate component, running programs for high-school students in grades 9 to 12. The Collegiate, as it is named, accommodates students of all abilities, but offers accelerated studies by having students take advanced courses earlier. Dean of Collegiate, Rob Bend, explains: “The Collegiate... allows Grade 10 students with Grade 9 averages greater than 80% to take the mandated Grade 11 History as part of their regular Grade 10 curriculum, and it has enrolled Grade 10 students in Grade 11 or Grade 12 elective courses when they demonstrate they have the ability and background to succeed in the course” (R. Bend, personal communication, August, 2008). The Collegiate also offers opportunities for highly able younger students in the city



*Dr. Lloyd Axworthy with Cathrine Froese Klassen. Dr. Axworthy will deliver the keynote address at the opening ceremony of the 18<sup>th</sup> WCGTC Biennial World Conference in Vancouver next August.*

to take advanced courses, for example, a nine-year-old who recently took a Grade 11 chemistry class.

In addition to its commitment to meeting the academic needs of its students, The Collegiate has a partnership with the Royal Winnipeg Ballet (RWB) which, according to Dean Bend, “has led to the vast majority of RWB School students attending The Collegiate for the academic portion of their curriculum” (R. Bend, personal communication, August, 2008). This partnership has also resulted in the recent creation of the Grade 9 program at the Collegiate, with approximately half of these students being enrolled in ballet. The Grade 9 program is also accelerated, as these students are taking two Grade 10 optional courses, thereby providing them with the necessary preparation for Pre-calculus Mathematics in their Grade 10 year.

### *High-School Enrichment Program*

Twenty-four years ago, in response to a request by school divisions, the University of Winnipeg designed an enrichment program consisting of a one-week immersion for high-ability high-school students. The courses offered—as many as thirty—are not designed to give students a general exposure to university. Rather, the courses address specific topics within a wide range of disciplines, from astronomy, black holes, and microbiology to life in ancient Greece and Rome, violent crime and criminals, and theatre, and students make their selection based on their aptitude and interest.

As of 2007, “this unique program has provided more than 10,000 students from across the province with a glimpse



An Eco-Kid student on campus, examining onion cells under the microscope

into their post-secondary future.... To enhance the experience, class sizes are limited to approximately 20 students. To qualify for the program, students must be recommended by their division. All courses are designed to pique curiosity about the university experience and inspire that proverbial thirst for knowledge that brings promising scholars to The University of Winnipeg each year.”<sup>3</sup>

This past April, 391 students from various private schools, home schools, and 22 school divisions attended the High-School Enrichment Program.

#### *Winnipeg Education Centre*

The Winnipeg Education Centre (WEC) falls under the umbrella of the ACCESS Education program, which is managed by Director Phil Baker. WEC is an access Education program committed to providing ongoing support for its students. According to Nicole Rosevere, a former English instructor at the University of Winnipeg, “As an access program, WEC provides a post-secondary education to students who otherwise would not have been able to complete a degree, thus opening up career opportunities that would have been unavailable.”<sup>4</sup> The academic program at WEC meets the needs of the students and offers an extended learning period, unlike traditional university programs. This flexibility allows students to receive a top-quality education and still meet the demands of parenthood, work schedules, and family responsibilities. Students graduating from the WEC program receive a Bachelor of Education and Bachelor of Arts degree.

#### *CATEP*

CATEP, the Community-based Aboriginal Teacher Education Program, is a teacher-training program for only First Nations students. According to Rosevere, “In order to be accepted into the program, students have to be Aboriginal and have to be employed as an Educational Assistant in the Winnipeg School Division or Seven Oaks School Division.”<sup>5</sup> Like the WEC program, students in the CATEP program graduate with dual degrees.

#### *The Innovative Learning Centre (ILC) Hosts Eco-Kids and Enviro Techs*

According to the University of Winnipeg’s press release, “The centre is part of an initiative to reach elementary, secondary, and post-secondary Aboriginal and inner city students and encourage and support them so that they stay in school and receive an education, including a university degree.”<sup>6</sup>

The centre offers three main outreach programs that target youth: Eco-Kids, Enviro-techs, and Eco-Kids Summer Camp. The Eco-Kids daytime program consists of middle-school children receiving instruction from University professors and University students and participating in hands-on environmental science experiments on campus over a period of sixteen weeks. Follow-up is done at the school level.

Enviro-techs is a Collegiate program that combines environmental and indigenous science and leadership training and guarantees summer employment in community development. Many inner city students come from a variety of high schools to the University of Winnipeg every Monday evening, on their own time, to participate in the program.

The Eco-Kids Summer Camp, which also focuses on environmental science, sustainability, and Aboriginal culture, targets children—up to a thousand in a single summer—between the ages of seven and twelve from low-income, inner-city families and provides enrichment activities for them.

ILC Coordinator, Kevin Chief, is always eager to seek involvement from community, school divisions,

and government organizations in his quest to provide children and youth, particularly in the Aboriginal community, with life-changing educational opportunities.

#### *On-site Conferences, Visits, Innovative Practicum Placements, and Faculty Support*

According to Dr. McCluskey, the numerous events have taken place or are under way, each one highlighting the strong bond between the University and the World Council. He notes the following:<sup>7</sup>

(a) Several on-site conferences have been held, most notably, the well-attended Quest Conference, chaired by Dr. Laura Sokal, that focused on the themes of creativity and talent development with at-risk populations. Invited speakers, Dr. Donald Treffinger (Center for Creative Learning, Sarasota), Dr. Scott Isaksen (Creative Problem Solving Group, Buffalo), and Dr. Steve Van Bockern (Reclaiming Youth International, South Dakota) joined a strong supporting cast of local presenters to make the event successful.

(b) Visits have been made by several of our faculty to gifted education and talent development conferences, hosted by St. Cloud State University in Minnesota, Edmonton Public Schools, and Reclaiming Youth International (in sessions in Victoria, Sioux Falls, and San Antonio).

(c) Non-traditional practicum placements—led by Deb Woloshyn, Director of Student Teaching, and supported by instructors Alan Wiebe and Lenna Glade, and professors Dr. Don Metz, and Dr. Louesa Polyzoi—are in place to help develop the skills and talents of the Education students. To embrace the university’s global mandate, a significant number of students do some of their practicum blocks in Costa Rica, Thailand, Greece, China, and France. Locally, Faculty students are now placed in youth centres, working with incarcerated teens, in order to broaden their pre-service teaching experience.

(d) Dr. Louesa Polyzoi, who teaches in the Education Faculty, is also directly



involved in the work of the World Council as Editor of the Selected Papers of the Warwick Conference and as Proceedings Editor for the 18<sup>th</sup> Biennial World Conference in Vancouver. In addition, she also assists in the editing of the WCGTC newsletter, *World Gifted*.

(e) Instructor Kevin Lamoureux, one of the Canadian Delegates to the World Council, provides various academic supports to Headquarters. A former academic advisor, he recently completed his M.Ed. in Gifted Education from the University of New England in Australia and was the recipient of that institution's Dean's Medal. Kevin teaches the introductory gifted education courses in the Education Faculty.

(f) Annette Greene, the Administrative Assistant at Headquarters, is an Education student, in her final year of the Faculty's WEC program. A recipient of a major national Millennium Scholarship, Annette has immersed herself in World Council work, while also balancing schoolwork, family life, and extra projects on campus and in the community.

#### *The Mentorship Program*

Instructor Alan Wiebe is the university's Coordinator of Community Outreach and Mentoring Programs. He works closely with Headquarters and meets with school officials and parents of gifted children in order to, according to Dr. McCluskey, "search for tangible help for gifted and talented children."<sup>8</sup> He has also recruited and prepared several Education student mentors to provide one-on-one instruction and mentorship for gifted children. The parents of these children have found the experiences invaluable to the well-being of their children as their unique educational needs are being met.

#### *Global Welcome Centre*

Headquarters shares a building with the Global Welcome Centre, which opened in September, 2007 and is coordinated by Grace Kisoso. Kisoso, born and raised in Kenya, relates closely with the people who come to seek support from the Centre. As noted by Rosevere, "[T]he Centre is a critical part of how the Faculty of Education and the University

of Winnipeg are reaching out to newcomers to Canada who live in the inner city."<sup>9</sup> Transition programming is one of the strategic services being offered the Centre. Kisoso says that "[o]ne of the most exciting programs offered by the Centre is 'Bridge-to-University,' a seven-week program that runs in both summer and fall that introduces immigrant youth to life at university."<sup>10</sup> It is clear that programs such as the Global Welcome Centre help the university meet its mandate of global outreach and reducing risk factors in underprivileged populations.



THE UNIVERSITY OF  
WINNIPEG



#### **A Perfect Partnership**

The Headquarters of the WCGTC is privileged to be associated with the innovative and progressive programming at the University of Winnipeg. Ultimately, the goals of both bodies coalesce as we seek to maximize human potential by providing the opportunities in order for this to happen.

The WCGTC has taken root at this university since its transplantation. Over the past year, under the guidance of the new Executive Administrator, Cathrine Froese Klassen, there has been plenty of new growth: a new website with vastly-expanded use and applications, a new membership database system, a new journal editor, new online publication of our newsletter and journals, new promotional materials, and many changes in the financial and business management domain. The tree is flourishing and is already bringing forth good fruit.

On behalf on the World Council, we, at Headquarters, express our sincere gratitude to The University of Winnipeg,

to Dr. Axworthy, and to Dr. McCluskey for affording our organization this timely adoption so that we can go about our business of advocating for gifted and talented children around the world in the interest of capturing and developing valuable potential for the betterment of all.

*Cathrine Froese Klassen and Annette Greene, in cooperation with Nicole Rosevere and Dr. Ken McCluskey*

#### **Editor's Note**



Dean McCluskey has not only supervised the origination and implementation of the programs, but he is also a practitioner and a researcher in his own right. He is the author, co-author, or

editor of over a dozen books, and over 100 professional articles and chapters. A frequent presenter at national and international conferences, he will be one of the Pre-conference presenters at the upcoming WCGTC Biennial Conference in Vancouver next summer.

#### **References**

- 1 McCluskey, K. (2008). The World Council Headquarters: An Update from the University of Winnipeg's Perspective.
- 2 McCluskey, K. (2008). The World Council Headquarters: An Update from the University of Winnipeg's Perspective.
- 3 Simon, I. (2007). Media Release: UWinnipeg Opens its Doors to Hundreds of High School Students for Unique Enrichment Program. Retrieved October, 10, 2008, from University of Winnipeg. <http://www.uwinnipeg.ca/index/cms-files/system-action?file=pdfs/media-releases/release-070419.pdf>
- 4 Rosevere, N. C. (2008). Creating the Future: The Faculty of Education at the University of Winnipeg, *The Education Students' Anthology*, 11, 38-47.
- 5 Rosevere, N. C. (2008). Creating the Future: The Faculty of Education at the University of Winnipeg, *The Education Students' Anthology*, 11, 38-47.
- 6 Coates, S. (2008). News Release: University of Winnipeg. Retrieved October 10, 2008, from <http://www.uwinnipeg.ca/index/release-080220>
- 7 McCluskey, K. (2008). The World Council Headquarters: An Update from the University of Winnipeg's Perspective.
- 8 McCluskey, K. (2008). The World Council Headquarters: An Update from the University of Winnipeg's Perspective.
- 9 Rosevere, N. C. (2008). Creating the Future: The Faculty of Education at the University of Winnipeg, *The Education Students' Anthology*, 11, 38-47.
- 10 Rosevere, N. C. (2008). Creating the Future: The Faculty of Education at the University of Winnipeg, *The Education Students' Anthology*, 11, 38-47.

# Promoting the Dream

## 18<sup>th</sup> Biennial World Conference on Gifted and Talented Children



Hello from Vancouver! While the world gets ready for the next winter Olympics in Vancouver, we are preparing for the 18<sup>th</sup> Biennial World Conference of the World Council for Gifted and Talented Children in that city. Six months before the international athletes arrive there, we will be creating a spectacle of our own with dedicated educators, researchers, administrators, school trustees, students, and parents from around the world.

Our adult program will be an exciting array of research and practice presentations, training sessions, and networking, all aimed to give us new inspiration and practical approaches for the support of high-ability children of all ages. We have been working hard for over four years to line up a program, coordinated by Dr. Edna McMillan, which will cater to the broad range of needs and abilities in our participants.

The Youth Summit is also a full series of outstanding activities, directed by Pegi Furanna-McIntosh and her team of teachers and consultants. We are very enthusiastic about both programs, as they give us a chance to share knowledge from around the world, build new collaborations, and renew our dedication to work with high ability students.

For this conference, Headquarters has assumed the sole responsibility for all the conference and conference-related

registrations and for the abstract and paper submissions, all online, for the first time ever. The expert computer programming of our Registration Chair, Dr. Stephen Klassen, and the extensive work done by the WCGTC Executive Administrator, Cathrine Froese Klassen, in setting up the World Council as a new Manitoba business, has made these operations possible at Headquarters. For registration and submission, visit the WCGTC's conference website at <https://conference.world-gifted.org>.

As well as the expert conference sessions, you will have a chance to enjoy the culture and sights of beautiful Vancouver and surrounding areas. We hope that many of our visitors will take this opportunity to arrange time for dining and sightseeing in the many terrific locations on mainland British Columbia and Vancouver Island.

We encourage all our members, as

well as non-members and interested individuals, to come to Vancouver, August 3<sup>rd</sup> to 7<sup>th</sup>, 2009. Pre-Conference workshops will be taking place on the morning of August 3<sup>rd</sup>, and the Opening Ceremonies take place on Monday evening. All events will be held in the spectacular downtown Sheraton Vancouver Wall Centre Hotel.

We promise you a meaningful, exciting week, including a banquet, a sunset cruise on English Bay, internationally renowned speakers, impressive entertainment, and an outstanding conference program.

See you in Vancouver in August, 2009.

*Dr. Janice A. Leroux*  
*Local Conference Committee Chair*

### Important Dates

October 1, 2008	Online conference registration opens
October 1, 2008	Online abstract submission opens
January 19, 2009	Abstract submission deadline
March 30, 2009	Author notification of acceptance or rejection
May 4, 2009	Final date to register for the conference and present
May 15, 2009	Early conference registration deadline
July 1, 2009	Hotel reservation deadline
July 1, 2009	Last day to mail registrations
July 15, 2009	Regular registration deadline
August 3, 4, 2009	On-site conference registration

### Abstracts and Papers

Please, note the deadlines for the submission of abstracts and papers below. For information on the procedures, guidelines, and online forms, visit <https://conference.world-gifted.org>.

Concerning the procedure, take note of the following information:

Do not go to the online form until you are ready to submit your draft.

When an individual logs in to submit a proposal (by pressing "Submit or edit your proposal now"), the system expects that that is what the individual will do. It cannot tell whether that person is just perusing the document and exploring it or whether he or she is, indeed, going to submit a proposal "now". When the person logs out, it expects that a proposal has been submitted and sends an automated "thank you". Within a day, it will send the author another notice

showing what has been submitted.

There is no such thing as a trial proposal – logging in, exploring, and logging out. The system records your activity. From the time of the original proposal submission, you have **two weeks** to go into the system at any time to edit your proposal.

## Conference Fees

All conference fees are in Canadian Dollars

Registration Type	Early Registration (by May 15, 2009)	Regular Registration (by July 15, 2009)	On-site Registration (August 3-4, 2009)
Member	\$485	\$585	\$660
Non-Member	\$585	\$685	\$760
Student	\$260	\$310	\$370
Pre-conference Sessions	\$75	\$75	\$75
President's Reception <sup>1</sup>	\$40	\$40	\$40
Banquet Ticket <sup>2</sup>	\$80	\$80	\$80
Sunset Cruise <sup>3</sup>	\$75	\$75	\$75

<sup>1</sup> One president's reception ticket is **included** in the registration fee. However, conference participants may purchase an additional president's reception ticket for a partner.

<sup>2</sup> The conference banquet is **not** included in the registration fee. Conference participants may purchase tickets for themselves and partners.

<sup>3</sup> Sunset Cruise tickets are subject to availability.

## WCGTC Conference Banquet Speaker



**Dean McFlicker, Vice President, NBC Primetime Special Projects**

Register for the banquet when you register for the conference and you will have the privilege of seeing and hearing Dean McFlicker, Vice President of NBC's *Primetime Special Projects*. Dean is an award-winning producer and director of countless productions and has created campaigns for some of the most successful shows on television, including *ER*, *Law & Order*, *The Apprentice*, *The West Wing*, *Deal or No Deal*, and many more. He has also produced for CNN, HBO, *Entertainment Tonight*, *E! News Daily*, and *Good Morning America* and created exclusive segments featuring some of TV's biggest stars, including two of his favorites—Ray Romano and Bob Newhart. Most recently, Dean was the executive producer of the *Heroes* Season 3

Premiere Special. Currently, he is working on the launch of a new NBC primetime series. A veteran of the stage, as well as Hollywood, he has choreographed on Broadway: *Sha\*Bang* (Lincoln Center), *Gypsy of the Year* (Virginia Theater), and *Upfront* (Radio City Music Hall). On-the-road productions include international tours, concerts, and benefits for Tina Turner, Ray Charles, The Temptations, The Pointer Sisters, Debbie Reynolds, and Carol Channing. Attributing his success to a diverse education from Oxford University, UCLA, and NYU Graduate School of Film, Dean artfully combines his educational background and professional experience to develop compelling programs for audiences around the world.



# Youth Summit – Vancouver 2009

## What can youth do? Whatever they can dream!

For the week of August 3<sup>rd</sup> through 7<sup>th</sup>, gifted youth from around the world are invited to attend the Youth Summit 2009. As an extension of the WCGTC Biennial World Conference in Vancouver, the Youth Summit will bring together young people, ages 15 to 18, to look at their future and how they can make a difference in their communities or in the world. There is no better place than in the magnificent city of Vancouver, in British Columbia, Canada, and the University of British Columbia campus for the youth of the world to gather and share their experiences and future dreams.

The overarching theme for the Youth Summit, “Promoting the Dream,” will provide students many avenues to explore visions of a future. The Youth Summit will focus on assisting participants in finding their passions and creating action plans to take back to their home communities. In interactive events, they will explore topics, such as sustainability, poverty, social justice, global community, the arts, writing, discussions, and problems solving.

The keynote address will be given by Simon Jackson, who, at age 13, began a quest to make a difference in the Canadian wilderness. Recognizing the “power of one,” Simon set out to protect the habitat of North America’s rarest bear—the white Kermode or Spirit Bear. An environmental activist and powerful speaker and leader today, at age 24, he is the volunteer chair of and spokesperson for the Spirit Bear Youth Coalition. He brings not only the lessons he learned in pursuing his dream, but also a tool kit for anyone wanting to take action. He will start off the week, motivating the talented participants to explore visions for the future. Participants will then be guided, through a series of workshops, to prepare their plans for the implementation.

The youth will also be privileged to participate in a session with the banquet speaker, Dean McFlicker, Vice President of NBC’s *Primetime Special Projects*. Do you have dream? Register for this



*Ritsumeikan House, Youth Summit Residence*  
(photo credit: UBC Public Affairs)

fabulous conference and create your path alongside other gifted youth from around the world. Get sponsors, fundraise, apply for grants, or raid your savings account. Do not miss this wonderful opportunity. The first 160 applicants will be accepted, so register now at <http://www.worldgifted2009.com>. Registration is open. Easy payment options are outlined on the website.

*Pegi Furanna-McIntosh*  
*Youth Summit Chair*

### Youth Summit in Vancouver: I want to be a part of it!

Ten percent of students can be defined gifted (Borland and Wright, 1994). If we consider that in Italy, in the scholastic year 2005–2006, there were 2,691,713 students at the secondary level (ISTAT), we can say that 269,171 students could be involved, in some way, in gifted education that could help them to reach their potential. In Italy, there is no gifted education agenda, and we do not have any special program dedicated to the gifted; we do not have special classes, special courses, or extracurricular activities dedicated to them. In this situation, we are wasting the talent of our brightest children who have very few possibilities to improve themselves and to become a real resource for their country.

In order to “fill the gap” and develop a different culture of intervention in schools that could help students to reach their potential, we need to include gifted

education in the Italian school agenda, as other countries have already done.

We believe that gifted education is only the first step of the staircase that we have to climb if we want Italian gifted students to have the possibility of reaching their potential. In recent years, we have done some projects in schools aimed at the gifted, and we can say that some teachers are really interested in giftedness and want to improve their knowledge. We believe that now is the time to work with teachers, as they are the vehicle to reach the majority of the gifted because they work with students all day, while other interventions may last only for few hours in a week. As the experience of other countries teaches us, if we start to explain what this thing called giftedness is, some teachers will be interested in changing the status quo; then, more gifted children will have the possibility to reach their full potential.

Next year, we will begin a project that will involve teachers of a small community who will be trained in giftedness. We are also going to “spread the information” by participating in meetings and congresses in Italy, in order to share our ideas and build a new Italian giftedness culture.

*Anna Maria Roncoroni*  
*Education Professor*  
*University of Pavia*

### Editor’s Note

Anna Maria is diligently working in organizing activities to allow a student contingent from Italy to participate in the Youth Summit next summer, and we

anticipate that she will be successful in obtaining the support that is needed to have Italian students join other gifted students of the world in a meaningful, educational experience.





# WCGTC Executive Committee Officers Nominations, 2009 – 2011



## Overview

The Executive Committee (EC) consists of seven officers: President, Vice-President, Secretary, Treasurer, and three Members-at-Large. The Executive Administrator of Headquarters is an ex-officio member. Officers of the EC may serve a maximum of two consecutive four-year terms, with the exception of President, who may have served his or her terms as an EC member. The EC may only have one member from any given country; i.e., each member of the EC must be from a different country.

Nominations for EC officers and for President are submitted by World Council members in good standing. Members who submit nominations must hold current, paid-up memberships, must adhere to the mandate set forth by the World Council, and must support fellow members in the pursuit of advancing education of the gifted worldwide.

There are separate nominations for the President and for EC officers. The positions within the EC, other than the President, are determined by an election within the EC. The President is elected by the World Council Delegates, and the EC officers are elected by the World Council membership.

Voting dates will be announced by Headquarters through the World Council website and by e-mail notifications.

## Eligibility Requirements

A nominee for President must be a member of the World Council, must normally have served as a Delegate in the past, and must be a current or former EC officer.

A nominee for the EC must be a current member of the World Council.

## Process for Nomination

For each nomination you wish to make for the EC and for President, please, login to our website, [www.world-gifted.org](http://www.world-gifted.org) to download the WCGTC Nomination Form. In addition to completing the form, you must include a short (no more than one-half, single-spaced page) biography and statement regarding the qualifications of the person whom you wish to nominate. Your nomination must be seconded by a current member from a country other than your home country. The person who has seconded your nomination must also be a member in good standing and must login to our website to complete the Second Form.

Two members have two years remaining; therefore, any nominations must be for members from countries other than Thailand and Canada.

Please, verify that the person(s) you are nominating is / are willing to serve and will be attending the 2009 World Conference in Vancouver, BC, Canada.

**Any nomination and seconding must be submitted on the forms provided. Submissions in any other form will not be considered.**

**Deadline:** December 1, 2008

**You may send the completed and signed forms in one of three ways:**

**1. by fax:** 204.783.1188

**2. by scanning the forms and e-mailing them to** [worldgt@uwinnipeg.ca](mailto:worldgt@uwinnipeg.ca) (subject: EC Nominations)

**3. or by mailing the forms to**

EC Nominations

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



### WCGTC Nomination Form

Nominations for the EC members and for President are submitted by World Council members in good standing; i.e., those who hold current, paid-up memberships. There are separate nominations for the President and for the EC. **The deadline for nominations is December 1, 2008.**

A nominee for President must be a current, paid-up member of the World Council, must normally have served as a Delegate in the past, and must normally be a current or former Executive Committee member. A nominee for the EC must be a current, paid-up member of the World Council.

**Instructions:** Save this form on your computer and fill it in. If necessary, the form will expand automatically to the next page. Print the form and sign it. Then fax, e-mail a scan of the form, or mail it, using the address and telephone information provided on the first page of this document.

Nomination for the position of ☐ President ☐ Executive Committee (check one)

Name and Address of Nominator	
Title (select) -----	Name
Username on WCGTC website	
Address	
City	State / Province (optional)
Country	Postal Code / Zip (optional)
e-mail	

Name and Address of Nominee	
Title (select) -----	Name
Address	
City	State / Province (optional)
Country	Postal Code / Zip (optional)
e-mail	

Biography and Qualifications of Nominee

### Declaration by Nominator

I, hereby, nominate \_\_\_\_\_ for the position of  
☐ President / ☐ Executive Committee (check one), and confirm that he / she is willing to serve in that capacity and will be attending the next Biennial World Council Conference in Vancouver in August of 2009.

\_\_\_\_\_  
(signature of nominator) (date)

# A Dream Come True For Highly Gifted Students and Their Families

When the gifted and talented Matej Silecky was feeling held back academically by his school and he did not have the flexibility to pursue his figure-skating career, his parents searched for an alternative and found Laurel Springs Academy for the Gifted and Talented. Matej and his family chose Laurel Springs Academy because it is an accredited, college preparatory, private school offering distance-learning programs and individualized teacher services for all students. When Matej enrolled, he was in 6<sup>th</sup> grade and quickly accelerated to 8<sup>th</sup> grade the following year. An only child, Matej is Ukrainian / Russian and American and lives in New Jersey with his parents. He is a professional figure skater, pursuing his profession with rigorous training while traveling all over the world to compete. His other interests cover a wide range, from math and science to art, marine biology, and astronomy.

This year, Matej is attending 10<sup>th</sup> grade at the Laurel Springs Academy for the Gifted and Talented. The Laurel Springs Academy for the Gifted and Talented is a distance learning program recently launched by Laurel Springs Academy, for students in grades 7 through 12, providing the academic and social environment desired by gifted students, who often find themselves struggling to fit into traditional school environments. The program was created in 2007, when the founder and Executive Director of Laurel Springs Academy, Marilyn Mosley Gordanier, realized that the school, which had always served gifted students, could dramatically improve its offerings by creating a separate program specifically designed to meet the academic and social needs of highly gifted students.

Laurel Springs Academy enrolls students from kindergarten through grade 12 and has a current enrollment of 3,000 students across 43 countries. More than 2,000 of those students are enrolled in the college prep high-school program. Although Laurel Springs' students learn at home, it



*Matej Silecky*

is nothing like traditional homeschooling. Within the school structure, students learn through one-to-one relationships with their teachers. Each student works with his or her own individual teachers, who grade every lesson. Students can work at their own pace, according to their own particular learning style. Unlike other home education programs, Laurel Springs celebrates its unique graduates with a prom and graduation ceremony every year, complete with diplomas, speeches, performances, laughter, and tears. The school's Records Department handles each student's transcript and diploma, so students are prepared for college.

Laurel Springs has exceptionally high college acceptance rates. Eighty-five percent of its graduates choose to attend college immediately upon graduation and ninety-nine percent of those students are accepted by the college or university of their choice. Of the remaining fifteen percent of graduates, many are typically elite athletes and actors who choose to pursue their careers rather than attend college upon graduation.

*Matej is an active participant in a variety of gifted and talented youth programs at different universities in the United States and has received numerous awards for academic and athletic achievements. He has attended public schools in the Ukraine and the United States, as well as gifted and talented university classes.*

The school's college counseling team helps students select the right school and tailor their coursework to college admission requirements. As a result of students applying to more and more top-tier colleges in the United States, Laurel Springs provides a college preparatory academic curriculum which is competitive with the best American private schools. By taking advantage of the variety of curricular options, including college prep, honors and Advanced Placement (AP) courses, multiple foreign language choices, a chapter of the National Honor Society, and two unique college preparation and placement programs, Laurel Springs' students can pave their way to the best colleges and universities. High college acceptance rates and successful career choices of graduates of Laurel Springs attest to the school's ability to prepare students for college and for life.

Laurel Springs Academy was co-founded in 1991 by Marilyn Mosley Gordanier and a dedicated group of educators, with an expressed mission to honor each child's unique style of learning, help students achieve their academic goals, and foster their personal interests and talents. Before most schools had even dreamed of having a computer in every classroom, Marilyn Mosley Gordanier capitalized upon a now-common education tool, the Internet, creating the first-ever online school for kindergarten through high school. In 1994, Laurel Springs earned the distinction of becoming one of the first schools in the United States to develop an online curriculum

successfully. On NBC Television's *Today Show*, in 1996, Bryant Gumbel dubbed Laurel Springs "the wave of the future." Since 1991, Laurel Springs Academy has successfully graduated more than 4,000 students. The school continues to actualize its mission of honoring each student's unique style of learning by providing a personalized approach to education that nurtures students' academic and personal goals.

Laurel Springs offers online, text-based, project-based, and customized courses. Students can mix and match courses according to the mode of delivery, learning style preferences, and the appropriate grade level in a given subject. Laurel Springs emphasizes a mastery-based learning philosophy that emphasizes complete proficiency at every stage of the process. Laurel Springs Academy is accredited by a national accreditation body—the Western Association of Colleges and Schools (WASC). This means that the school has established definitive learning goals and designs its programs to reach those aims. Accreditation is an important factor in choosing a school program, as many American universities and colleges prefer applicants from schools that have achieved accreditation by associations such as WASC.

With a personalized home curriculum, Laurel Springs Academy for the Gifted and Talented offers a wide variety of challenging educational opportunities for gifted youth to develop their intellects and nurture personal development. The program provides exceptional students with an alternative to traditional schools and an opportunity to become part of a thriving online community of like-minded peers and mentors. Gifted students participate in a differentiated, intellectually demanding curriculum as they prepare for top college and university programs. The school is designed to nurture the high-performance intellectual abilities of gifted young people, while further enhancing their dynamic personal development. According to Dr. Kayte Hamilton, Director of Laurel Springs Academy for the Gifted and Talented, the school is something most gifted

students only dream of. She says: "For just a moment, I'd like you to visualize what it would be like to join an elite high-school community which offers a comprehensive program designed around your educational needs, goals, and interests. Imagine an entire academic support system made up of a team of educators and advisors whose sole purpose is to assist you in reaching your educational goals. Imagine what it would be like to attend a school where you are allowed the opportunity to explore, create, problem-solve, and collaborate with like-minded peers."

Matej is excited for the opportunity to attend a home-based gifted education institution. "I'm especially looking forward to the Symposium, an online discussion class where I'll get to exchange ideas with other gifted students on a variety of subjects," said Matej. In addition to the symposium, all gifted and talented students will be involved in a special project and have the option of creating their own elective Integrative Research course, based upon one or more of their interests. In-depth study and the further development of deeper-level thinking skills are pillars of the program, as are highly personal relationships with teachers, counselors, core teachers, and advisors on the Gifted and Talented team.

The Laurel Springs Academy for the Gifted and Talented offers an exceptional approach to creating an academically rigorous curriculum which meets the specific interests, gifts, and talents of each student. The school provides a nurturing environment and opportunities for collaboration with teachers, mentors, and like-minded peers. It places the students' interests in the foreground, making them the pivotal foundation upon which the curriculum is built. Throughout a student's attendance at the school, extensive, highly personalized college counseling is provided to determine how the student may reach his educational, personal, and career goals. Together, the two schools employ approximately 80 teachers who have made it their mission to guide, encourage, and inspire their students, albeit from a distance. For many homeschooled or distance-learning

students, this is their first experience in having a truly personal relationship with their teachers. Communication takes place by phone, email, text-messaging, and through the school's newly acquired virtual classroom.

The Laurel Springs student population is as varied as its curriculum. Families wishing to provide a safe and nurturing home environment for their children's education, while ensuring their child attends an accredited private school, have long been attracted to Laurel Springs. Young professionals, such as athletes, tennis players, actors, ice skaters, and ballet dancers, have found their school haven in Laurel Springs. Distance learning allows these professionals to pursue their talent, meet an irregular travel and school schedule, and pursue a high-quality, college-prep education. The school recruits students through word-of-mouth, advertising, web marketing, and through its Public Relations and Events Department. These personnel attend schooling conventions and many of the semi-professional and professional sports tournaments, competitions, and young artist awards-ceremonies around the country. Both Marilyn Mosley Gordanier and Amber Walker, Public Relations Director, can be found on the road throughout the school year, supporting 'their kids' and recruiting new students.

Graduating from the Laurel Springs Academy for the Gifted and Talented provides a feather in every gifted student's cap, with a transcript showing the academic, personal, and creative achievements he or she has attained. Laurel Springs Academy for the Gifted and Talented believes it is possible for a gifted student to reach his or her full potential if guided and nurtured by a support team that understands the intricacies of being a gifted student in today's world.

Please, visit [www.laurelspringsacademyforthe giftedandtalented.com](http://www.laurelspringsacademyforthe giftedandtalented.com) for more information on the Laurel Springs Academy for the Gifted and Talented.



*Katja Bruinink, Advisor*

*Katja Bruinink, born and raised in the Netherlands, holds a Bachelor's Degree in Economics and Linguistics and is in a Master's program in spiritual psychology. She came to the United States in 1990 and has a fifteen-year-old gifted son. Katja played a major role as a contributor in the Laurel Springs Academy for the Gifted and Talented research team and in the creation of the program. As advisor at Laurel Springs, she also handles the admissions process and provides support to gifted students and their families.*

### **Editor's Note**

On April 22, 2008, Laurel Springs Academy and its founder and Executive Director, Marilyn Mosley Gordanier, became the recipients of the world's most prestigious distance-learning award, issued by the United States Distance

Learning Association. The Association annually acknowledges and honours outstanding leaders and organizations for excellence and outstanding accomplishments in distance learning, education, and training.

Although Marilyn has reached her dream of educating across the globe, she feels there is so much more for her to accomplish. In addition to writing two books on alternative education, Marilyn is currently president of the *Global 500 Forum* for the United Nations. This position allows her to serve as a steward for education worldwide, including interacting with presidents, world leaders, and administrative principals.



*Marilyn Mosley Gordanier  
Executive Director*

---

## **A Time-saving Tool for Challenging Gifted Students: A Computerized Strength Assessment and Internet-based Enrichment Program**

Although “differentiation” is the contemporary buzzword in curriculum and instruction these days, the time required for teachers to provide truly high-end learning experiences for gifted and talented learners requires that teachers have the resources to do it well. Remarkable advances in instructional communication technology (ICT) have now made it possible to provide high levels of enrichment and the kinds of differentiation that facilitate advanced learning services to students who have access to a computer and the Internet. The Renzulli Learning System (RLS) is a strength-oriented Internet-based enrichment program that is built on a high-end learning theory that focuses on the development of creative productivity through the *application* of knowledge rather than

the mere acquisition and storage of knowledge. The RLS goes beyond the popular “worksheets-on-line” or online courses that, by and large, have been early applications of ICT in most school situations. These early applications have been based on the same pedagogy that is regularly practiced in most traditional teaching situations, thereby minimizing the full capacity of ICT, and, in many cases, simply turning the Internet into a gigantic encyclopedia rather than a source of information for the application of knowledge in regular curriculum related topics, as well as the independent, investigative and creative learning opportunities frequently offered in gifted programs. A controlled study of elementary and intermediate school students completed in 2007 (Field) demonstrated the RLS

significantly improved the academic performance of students who used the system for two to three hours per week compared to students who did not.

The RLS is a comprehensive program that begins by providing a computer-generated profile of each student's academic strengths, interests, learning styles, and preferred modes of expression. A search engine then matches Internet resources to the student's profile from fourteen carefully screened data-bases that are categorized by subject area, grade level, state curricular standards, and degree of complexity. There are also hundreds of enrichment activities that can be downloaded and reproduced for individual or group learning activities. A management system called the Wizard Project Maker guides students

# Renzulli Learning

## System Overview At-A-Glance

Resource  
Matching With  
Search Engine  
And Data Bases



Individualized Strength  
Assessment



Total Talent Portfolio



Application of  
Resources to Class  
Work And Projects

- Reproducible Activities
- Teacher Monitoring Tools
- Lesson Plans & Learning Maps
- Grouping By Interest Areas, etc.
- Teacher Favorites Portfolio
- Curricular Related "Push-Ins"
- Built-In Assessment Tools
- Parent Review Access
- 24/7/365 Usage
- Staff Development Tutorials
- Built In Accountability and Staff Development for Teachers

in the application of knowledge to teacher- or student-selected assignments, independent research studies, or creative projects that individuals or small groups would like to pursue. Students and teachers can evaluate the quality of students' products using a rubric called The Student Product Assessment Form. Students can rate each site visited, conduct a self-assessment of what they have gained from the site, and place resources in their own Total Talent Portfolio for future use. The RLS also includes a curriculum acceleration management system for high-achieving students that is based on the many years of research and widespread use of a popular differentiation process called curriculum compacting.

Teacher functions allow downloading of hundreds of reproducible creativity and critical-thinking activities, as well as numerous off-line resources for lesson

planning and curricular integration. Management functions allow teachers to group students by interests and learning styles. The management tools also allow teachers to place teacher-selected resources in individual, whole class, or selected students' portfolios for classroom or special project use. Teachers can oversee all students' activity including where and when students have been online using the RLS, projects or assignments underway or completed, and areas where curriculum has been compacted. The system can be used at home and during the summer, and parents can view their own son's or daughter's work on the system. The principal or designated project manager can also examine all activity taking place in a given building or program. This feature allows for accountability, system assessment, and guidance in staff development and program planning

needs. The RLS is currently being used by thousands of schools, and a Home User's Edition is also being made available.

Persons interested in examining the RLS can tour the website at [www.renzullilearning.com](http://www.renzullilearning.com). Click on "Students." On the next page, click on "here," enter drive2006 as your district code, select Test Drive Renzulli Learning School, and click "I Accept." Complete the New User page and create your own password.

Joseph S. Renzulli  
Sally M. Reis  
The University of Connecticut

# Making Connections: The Templeton Fellow / Belin-Blank Experience



*Dr. Nick Colangelo, Director of the Belin-Blank Centre, Iowa, and James Nyirenda from Zambia, became good friends.*

Greetings from the Emerald Isle, which is surely living up to its reputation of having a thousand shades of green this year, due to an inordinate amount of the wet stuff. This is the wettest August in the history of this country.

As the WCGTC membership is well aware, it is beneficial for organizations in our individual countries to forge links with those in other parts of the world and major centres of research and training in the area of gifted education. This serves to broaden our pools of knowledge and allows us to support our own individual gifted populations in more effective ways through the exchange of ideas. As Executive members of the WCGTC, we strive to maintain close links with other multinational organisations that seek to link all people and organisations supporting gifted children around the world.

Recently, in May 2008, through the generosity of the Templeton Foundation, I had the fortunate opportunity to attend the Belin-Blank Centre at the University of Iowa and its Wallace Biennial Symposium. One of the things that intrigued me while I was there was the inspiring history of the centre, how it came to be, and how the Templeton Fellow project developed. I would like to share it with you below.

Dr. Nick Colangelo, the Centre's Director, a former WCGTC Executive Administrator, tells of how he was asked to start a gifted and talented program. Its first abode, in 1988, was nestled inside the space of a cardboard box

which had formally contained his Xerox photocopier paper, in his small office at the University of Iowa, USA.

As the Centre grew out of its first home, expanding around the office and down the hall into other rooms, it became evident that this was a good thing, necessitating the addition of more personnel whereby the Centre's current Associate Director, Dr. Susan Assouline, came on board.

Many others followed over the years, among them Dr. David Lohman, eminent Research Director of the Institute for Research and Policy on Acceleration and Dr. Clar Baldus, in charge of the Inventiveness Programmes and Iowa Online AP Academy. (Advanced Placement is a program that allows students to gain college credit while in high school.) Somewhere down the line, they forged strong and enduring ties across the world with GERRIC, a world-famous gifted research centre in Australia, and its well-known director and publisher of the "Longitudinal Study on Profoundly Gifted Children," *Exceptionally Gifted Children* (in two volumes) and supporter of all exceptional children, Dr. Miraca Gross.

Throughout its many years, the Centre could not have survived without the likes of Dr. Laurie Croft, Head of Personal Development, and Ms Jerilyn Fisher, Conference and Publications Administrator, and their capable assistants, such as Ms Candyce Briggs.

The work of this ever-expanding group led to the eventual approval and construction of a very large and beautiful building on the University campus, and the dreams and possibilities became reality.

The Belin-Blank Centre is now a nationally and internationally known centre for excellence in the research and provision of program for gifted students. It provides professional development courses for educators, student programs and AP courses for students, talent searches for identification, clinical services for assessment and counselling, and curriculum development and

research in many areas, most recently on different methods of acceleration to which it has dedicated an entire institute.

The Centre produces a large range of publications on many subjects, as well as hosting its biennial conference on gifted education—The Biennial Wallace National Research Symposium on Talent Development. Those who will be lucky enough to attend this symposium may be treated to presentations by great and renown speakers in this field, such as Dr. James Gallagher, Dr. Joyce Van Tassel-Baska (former editor of *Gifted and Talented International*), Dr. François Gagné, Dr. Franz Mönks, and, of course, Dr. Susan Assouline, and Dr. Nicholas Colangelo.

There is an interesting story about the development of the Centre that, strangely, involves a tree. Yes, that's right, a tree! It is a tree that would have died, had it not been for Nick Colangelo. The building of the Centre caused a problem. To build the building according to plans, a beautiful tree would have to be cut down. Nick and his crew objected to this, as the tree had slowly come to signify beauty and life. They knew they had to do something. They appealed to the University of Iowa, who said if the people at the Belin-Blank Centre could raise half the money (a half million dollars), the University of Iowa would pay the other half required to redesign the building in order to save the tree. The Centre, with strong commitment, raised the money,



*Good cheer, food and friendship, and a shared interest go a long way in the pursuit of mutual multicultural understandings. Veronica Lopez Leiva (Chile) shares a laugh with Surachman Dimiyati (Indonesia)*



and the tree still stands, growing tall and wide and leafy, touching the hearts of all who hear her story. It is now known as “the million dollar tree”.

The tree has become a symbol for the growth of the centre. In the Belin-Blank Centre, ideas and dreams were growing as the trees do. Two seeds started germinating and became saplings. The first had to do with acceleration, and it, eventually, grew into The Institute for Research and Policy on Acceleration and produced the Iowa Acceleration Scale. With a generous grant from the John Templeton Foundation, it also produced, under the authorship of Nick Colangelo and Susan Assouline, the solid, research-based report that rocked the educational world, *A Nation Deceived: How Schools Hold Back America's Brightest Students*, in two volumes, which deals with the many different ways to accelerate able students and how they are underserved in this area.

The second seed was the idea that gifted or exceptionally able children exist in every colour, every community, every ethnic group, and every socio-economic stratum of society. They exist not only in America or Australia, but in countries around the world. The Centre believed that it had much to share with the world, having emerged from humble beginnings itself, and determined to give to those who did not have easy access to its expertise and knowledge something of ‘a Xerox Box’ of their own with which to work and grow.

The John Templeton Foundation thought this was a good idea and after consultation, they awarded the Belin-Blank Centre a generous grant with which to offer scholarships to as many as 50 Templeton International Fellows to participate, over a ten-day period, in both training courses and the Wallace Symposium during May 2008. The Fellows would be able to have a multicultural experience and exchange of ideas in an atmosphere of peace and learning, as well as work with the Centre for the remainder of the year, initiating programs and activities for gifted students in their home countries.

In order to start the process, emails were sent to committed educators and supporters around the world, and 180



Front row: Gladys Oyewole-Makele (Nigeria) and Leslie Graves (Ireland, WCGTC)

people answered. Out of these 180 applicants, 50 were chosen and granted the opportunity to travel to the Centre in Iowa and take part in its program.

The Templeton International Fellows are educators and community leaders who are dedicated to enhancing gifted education in our own home countries. The 50 Fellows represent 44 countries on six continents: Australia, The Bahamas, Kingdom of Bahrain, Bangladesh, Barbados, Botswana, Brazil, Bulgaria, Cameroon, Chile, People's Republic of China, Republic of Congo, Ethiopia, Germany, Ghana, India, Indonesia, Lithuania, Malaysia, Malawi, Mexico, Namibia, The Netherlands, New Zealand, Nigeria, Sultanate of Oman, Peru, Philippines, Russia, Singapore, Slovakia, Slovenia, South Korea, Spain, Sudan, Taiwan, Tanzania, Togo, Ukraine, Uganda, Venezuela, Vietnam, Zambia, and Ireland!

It was a privilege for me to be included in the group that was chosen as part of this knowledgeable group of international educators, researchers, and supporters of gifted and talented children around the world. It was also a good opportunity to disseminate information about the upcoming WCGTC Conference in Vancouver to this international group of professionals, who, we hope, will attend this exceptional conference and enrich the diversity of cultures we expect to be represented there in August 2009. Perhaps, there will even be another reunion of the Templeton Fellows in Vancouver!

It was a wonderful experience, during the symposium, to hear presentations from the speakers already mentioned.

Highly inspiring was Dr. James Gallagher, whose commitment, dedication, and keen intellectual insights as to the lay of the land regarding legislation and conditions relating to rights for gifted and talented students and their education invited us all to an even greater level of commitment.

It was also wonderful that Cathrine, the WCGTC's very efficient and committed Executive Administrator, (long may she stay), happened to be in the area of Cedar Rapids, Iowa, with her husband, Dr. Stephen Klassen, WCGTC's new website designer, attending another conference in the area. It was lovely to meet with them, share some sightseeing, and get to know each other. Many creative ideas were flowing back and forth on that day. It was a privilege for me to have met them, and we are lucky that the WCGTC has their capable and vast amount of expertise on board. I think Vancouver will be a very well organized conference!

It would be difficult to describe the friendships shared, cultural understanding gained, and the quality and quantity of knowledge and information—and food—ingested during this experience. I have benefited greatly from all the wonderful networking and collaborative research opportunities and hope to continue in this. Now I am sharing what I learned with the members within the gifted community in Ireland, especially in the areas of media, communication, and advocacy for supporting our gifted. Hopefully, from this we will grow some new leaves of our own and plant seeds in fertile soil. Perhaps, one day, Ireland will have its own leafy tree outside a research centre for Irish Exceptionally Able Students, a sister to the ‘Million Dollar Tree’ in Iowa.

I anticipate the WCGTC, the Belin-Blank Centre, and other dedicated international federations and organisations linking up to form a deep and strongly rooted network which will continue to expand, supporting our “acorns” and helping them to grow into proud oaks.

*Leslie Graves, EC  
Ireland*

*Images printed with permission from Belin-Blank Centre.*



# International Gifted Education Teachers' Network (IGET-Network)

The International Gifted Education Teachers' Network (IGET-Network), established in South Africa in 2007, consists of dedicated South Africans and Americans who have an interest in empowering teachers to serve culturally diverse gifted learners. The Network is an offshoot of the elective course, "Education of Culturally Diverse Gifted Learners", offered at the University of the Witwatersrand (Wits), South Africa, to third- and final-year teacher education students.

Education Department Chair at Wits School of Education, Dr. Ruksana Osman, and visiting Professor, Dr. Joy M. Scott, of the University of Wisconsin, heard their students taking the elective course express concern about whether they, themselves, were acquiring the skills necessary to identify gifted learners in overcrowded classrooms. These co-founders of the IGET-Network discovered that teacher education students are eager to know how senior teachers have equipped themselves with the knowledge and skills to recognize and help the gifted

child reach his or her fullest potential.

Professors Osman and Scott decided to seek other individuals with special interests in highly gifted learners. Within a week of deciding to establish IGET-Network, an independent school headmistress, a special education researcher and scholar, three university professors, several school teachers, an early education literacy specialist, an educational psychologist, and a parent had joined the Network. Membership now includes over 25 individuals from the United States and South Africa. The group has set goals and objectives that will lead to a comprehensive program to help pre- and in-service teachers identify and serve gifted learners.

A major goal of the Network is to obtain funds that would strengthen the network's ability to initiate a program comparable to a highly successful gifted educational program in the United States, U-Stars~Plus (Using Science, Talents and Ability to Recognize Students—Promoting Learning for Under-represented Students). This program specializes in early recognition and nurturing of outstanding potential in underprivileged children. With her more than twenty years of practical and research experience in gifted education in the United States and her passion for nurturing high potential, Professor Scott is committed to sharing her expertise with members of the Network in South Africa. Professors Scott and Osman will draw from successful American programs, research, and literature that examine the needs of culturally diverse, economically disadvantaged, and second-language gifted learners.

Since gifted education is not yet fully embraced in South Africa, it is critical that the Network continuously recruits

additional South African stakeholders: scholars, educators, and parents.

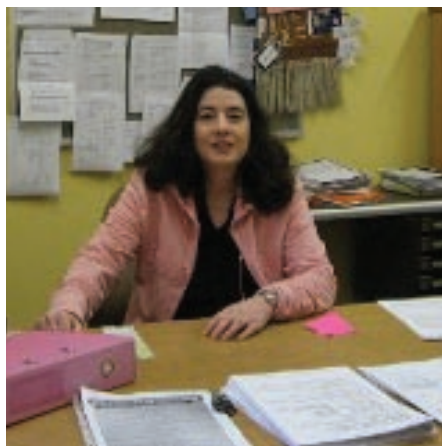
Network mentors are committed to offering extensive training in leadership skills, enrichment design opportunities, mentoring models, identification of target schools, and program design for college-bound gifted learners.

The Network has initiated a cyberspace mentoring program for beginning South African teachers. New teachers consult American gifted education specialists, usually classroom teachers and graduates of gifted education programs, on issues and strategies related to teaching a gifted child. Communication between the beginning teacher and gifted educator is strictly via email. The Network is founded on the supposition that gifted and talented learners must be identified at the primary school level and nurtured on through college.

For more information on the Gifted Education Teachers' Network of South Africa, please, contact Dr. Scott at [info@iget-network.org](mailto:info@iget-network.org).

*Dr. Joy M. Scott*

*University of Wisconsin*



*Dr. Ruksana Osman*  
*University of Witwatersrand, South Africa*



*Dr. Joy M. Scott*  
*University of Wisconsin, USA*

# Excellence in Education 2008

## 2008: Future Minds and Creativity

The “Excellence in Education 2008: Future Minds and Creativity” Conference that took place in Paris, France from July 1<sup>st</sup> to 4<sup>th</sup> was a partnership between the International Centre for Innovation in Education (ICIE) and the Université Paris Descartes as a result of their mutual interest in promoting excellence in education. It was organized by Professor Dr. Taisir Subhi Yamin, Scientific Director, ICIE, and Professor Dr. Todd Lubart, Chairman of the Organizing Committee.

The ICIE is committed to the development of all learners as productive world citizens and leaders for the future. The mission of the ICIE is to empower every person to become a responsible, self-directed, lifelong learner through a positive partnership of families, teachers, scholars in gifted education, ministries of education, and community. For further information, visit <http://www.icieparis.net>.

The second International Conference in Ulm in 2009, a partnership between ICIE and Ulm University, is already planned and will provide a conference program of the highest calibre—Nobel Prize winners, invited speakers, and a large number of scholars and presenters, alongside a selection of exhibitors. “Excellence in Education 2009: Leading Minds Creating the Future” will take place from August 24<sup>th</sup> to 27<sup>th</sup>.

The theme of the 2008 conference reflected the aims and objectives of the conference to learn from each other on how to improve collaboration and to encourage a volunteer spirit, promote excellence and still sustain quality while meeting community expectations, sustain competitiveness and viability, and balance innovation with core essentials.

The 350 participants, representing 56 countries, delivering more than 235 papers, addressed seven categories of topics from creativity and innovation and gifted education models to learning environment, technology, and future trends.



*Todd Lubart, Taisir Yamin, Robert Sternberg, Bachira Tomeh, Joseph S. Renzulli, Christer Johannesson, and Muntasser Khater*

Ten keynote speakers delivered presentations on a variety of topics.

- Joan Freeman, in her address “Living with Gifts and Talents,” showed how pressures, promises, and opportunities in the lives of the gifted and talented, from childhood to mature adults, affect the development of their exceptional potential.
- Jerome Clayton Glenn, Director of the Millennium Project, took the audience on a futuristic tour in his speech, “Future Possibilities for Education and Learning by the Year 2030.”
- In “Educating for Creativity,” Robert J. Sternberg expressed his concern over the discouraging of creative thinking in the education system and outlined some basic principles of educating—teaching and assessing—for creativity and the implications for society of failing to teach creative thinking in schools.
- Joseph S. Renzulli described the Renzulli Learning System (RLS), a comprehensive Internet-based program (grounded in his theory-based, research-supported Schoolwide Enrichment Model), which generates an electronic profile of each student’s academic strengths, interests, learning styles, and preferred modes of expression and provides high-level enrichment services for students and teachers.
- Several made-in-Canada projects in which creative problem solving and mentoring have been employed effectively with at-risk populations were highlighted by Ken McCluskey in “Recognizing and Nurturing Talent in At-Risk Populations.” He focused on “Lost Prizes,” through which the lives of many talented but troubled dropouts were turned around and became productive; “Northern Lights,” through which the graduation rates of needy Native youth were significantly increased; and “Second Chance,” through which recidivism among Native inmates was markedly reduced.
- In his keynote speech, “*The Science of Creative Thinking*,” Steve Smith considered cognitive elements of the creative process, focusing especially on cross-disciplinary principles of creativity and innovation, and he addressed several common paradoxes of creativity.
- Donald J. Treffinger addressed creative problem-solving methods and tools that build on research and provide practical guidance for individuals and groups in education,



business, or other organizations in his presentation, “Recognizing and Nurturing Creativity: Powerful Tools for Managing Change.”

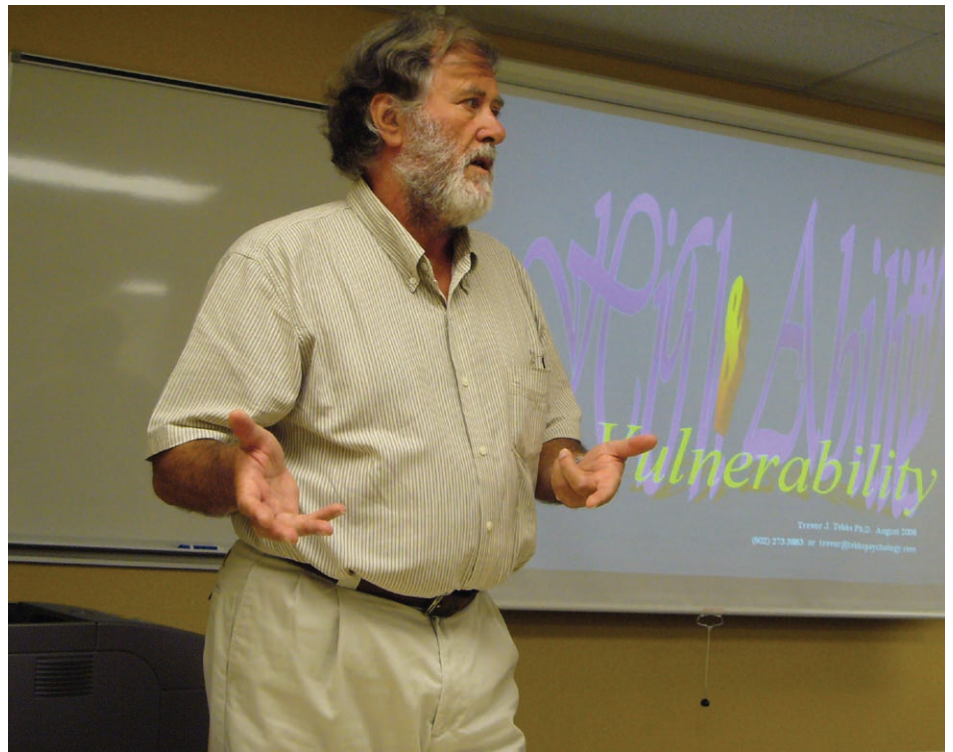
- Douglas A. Bernstein’s talk, “Active Learning and Passive Students,” was directed at faculty or graduate teaching assistants who were looking for ways to combat the passivity of students.
- In “Ontogeny of Psychism: Proposition of Two Modes of Information Processing,” Jean-Pol Tassin explained that intelligence appears to correspond to the capacity of each individual to take advantage of the two modes of information processing in the central nervous system: the rapid, analogical, where information is processed and recorded unconsciously, and the slow, cognitive mode, where information is consciously analyzed before being stored.
- The final keynote speech, by Greg Farley, “Creative Fun-damentals: Story, Improvisation, and Sample Behaviours to Enhance Creativity,” presented a number of simple behaviours which could be employed to enhance creativity.

The Conference program and abstracts are available at [www.icieconference.net](http://www.icieconference.net).



*Sandra Linke  
Organizing Committee member*

## Dr. Trevor J. Tebbs Visits Headquarters: A Discussion about “High Ability and Vulnerability”



*Dr. Trevor J. Tebbs*

Dr. Trevor J. Tebbs is an educator, cognitive behavioural psychotherapist, educational consultant, author, and artist. He is also a dynamic speaker who visited the University of Winnipeg on August 5, 2008 to offer an unscripted, informal seminar. On his journey through Canada, before returning to his home in Vermont, Dr. Tebbs stopped in at the headquarters of the World Council for Gifted and Talented Children. His presentation addressed the “...very real, very particular, and sometimes very intense social-emotional and educational hurdles during the life span of highly-able or gifted individuals.” These hurdles can leave a gifted child vulnerable and at risk. This informative seminar offered a starter for further discussion on “some issues pertaining to the bright and darker side of giftedness” that can be, unfortunately, overlooked, misdiagnosed, and incorrectly managed by professionals in the field of education. The seminar was attended by educators and administrators at the University

of Winnipeg, teachers from within Manitoba, and students in the Faculty of Education. In no time at all, at the urging of Dr. Tebbs, the small group became engaged in the seminar by adding to the discussion and later reflecting on what was discussed.

Dr. Tebbs works with people of all ages in his private practice, often counselling and evaluating the students, but most often working with the parents and families of the gifted children. Dr. Tebbs asserts that highly able children are at the root of vulnerability because of the myth that gifted children are set to go—that gifted children are in no need of intervention or help because they can manage perfectly well on their own. Some high ability children can, indeed, manage well; however, according to Dr. Tebbs, even if the children do not “succumb to their vulnerability, they are still vulnerable.”

Grounding his ideas in a study by the

Columbus Group (1991), Dr. Tebbs notes asynchronous development as being one of the most challenging aspects families contend with when raising their gifted children. This unique situation, in which advanced cognitive abilities do not mesh with the chronological or emotional age of gifted children, can often be troubling or misunderstood by their parents or by their educators. This uniqueness, according to the Columbus Group, “renders them particularly vulnerable and requires modifications in parenting, teaching, and counselling in order for them to develop optimally.” Dr. Tebbs further explained how this combination of high ability and chronological age unite to create “inner experiences and awareness qualitatively different from the norm” (The Columbus Group, 1991). This asynchrony within gifted youth ultimately exposes them to the possibility of being emotionally and physically assailable.

Dr. Tebbs links Dabrowski’s five forms of over-excitabilities—psychomotor, sensual, imaginal, intellectual, and emotional—to vulnerable gifted children. In his studies, Dr. Tebbs finds that those who share or possess these (what he refers to as intensities) are most vulnerable. These children can be vulnerable to their social networks, vulnerable to school, and vulnerable to the outside world. When these children demonstrate their vulnerability, whether it is in the form of acting out, withdrawing, or showing suicidal tendencies, Dr. Tebbs warns that experts should not be too quick to medicate the over-excitable children. Tragically, high ability children who are vulnerable because of their asynchronous development become more vulnerable when offered the hastily-approved medication for their misinterpreted behaviour.

Coming to terms with the intense nature of gifted children and the link to vulnerability, Dr. Tebbs asserts that “typically intense individuals must cope with a highly complex, sometimes mysterious—even quite bewildering, disturbing, confusing, distressing—interplay between the differences in intellectual levels of peers, grade level expectations, parental pressure, peer

relationships, moral and physical development, progression, as well as the psychic intensities themselves.” The questions that arise are: What is the impact on the child, in the home, in the community, and in the schools, and, most of all, what becomes of these children in their adult years? As individuals, the children may possess a low self-concept or struggle with relationships and emotional or socio-emotional needs. In their homes and communities, gifted children may find a disconnection between themselves and others. In their schools, the children require the support of teachers, administrators, guidance counsellors, and school psychologists, but may not find comfort in the help they receive. Their decision making in general, friendships, social behaviours, self-regulations, use of freedom, choice of courses, and career directions will all be affected by how the gifted individual can cope with or evade his or her vulnerable situations. As adults, the gifted person’s career progress, partnership choice, and parenting style will all be affected by the complex interplay between who they are as gifted individuals and the outside influences they find around them. Dr. Tebbs emphasized that many other factors can have an impact on account of the uniqueness of the vulnerability in high ability children: ethnicity, gender, culture, religion, place of birth, year of birth, social economics, position in family, and family dynamics can all upset the equilibrium in the life of a gifted youth.

When outside factors influence and put pressure on a gifted child or when a gifted child encounters learning without value, that child may suffer from a “compromised view of self” which “causes vulnerable self concept,” according to Dr. Tebbs. The child becomes demotivated. This scenario affects his or her thinking, thus leaving him or her feeling negatively about himself or herself, causing “disinterested, distressed, depressed” individuals who become an “at risk” individual. Dr. Tebbs warns that, as educators, we should not fall prey to the myth that when a gifted individual appears to be managing well, he or she is set to go without any need for intervention. The reality is that gifted

children are vulnerable at all times, regardless of how confident they may appear to be or how successfully they appear to be managing. A gifted child’s compromised view of self is affected by the parents’, peers’, educators’, and experts’ responses to their needs.

When a gifted child’s view of self is compromised, he or she can be prompted into a state of “existential depression.” Dr. Tebbs cautions that when existential depression is identified, in addition to being medicated, a gifted child could fall prey to gang involvement. Without proper attention to the early stages of asynchronous development—which generally tends to even out in later teen years, according to Dr. Tebbs—gifted children may find themselves become highly vulnerable to associating with dangerous individuals, thus leading to precarious behaviour. Medication is not the answer. What needs to happen for the gifted individual is a parent or educator who can successfully lead them to a “fully functional state of being” while nurturing his or her self-concept. This can be “a wonderfully beautiful thing,” says Dr. Tebbs.

Upon reflection after the seminar, the group collectively agreed on several things. First, the average child and teenager struggle with everyday growing pains which can lead to a state of existential depression. For a gifted child, the everyday challenges of growing up are compounded. Second, parenting an average child can be exhausting, but it can be even more challenging with a gifted child’s never-ending questioning and probing and searching for answers. If a gifted child is not offered meaningful responses, that individual loses the motivation to learn more. When the motivation to learn is lost, that child becomes vulnerable. Last, it is imperative for educators to give meaning to the education of gifted children and to value the learning that takes place. Without that genuine support, our gifted children will forever be vulnerable.

*Annette Greene  
Administrative Assistant  
WCGTC Headquarters*



# DELEGATE DISCOURSE



## Australia

The Australian Association for the Education of the Gifted recently held its successful 12<sup>th</sup> biennial conference in conjunction with the Tasmanian Association for the Gifted in July this year. The focus of the conference was “Celebrating Ability”.

In Victoria, Presbyterian Ladies College in conjunction with the National Gallery of Victoria has organized an exciting innovative pilot student mentoring project. In conjunction with a senior NGV curator and education officer, three year 10 students worked together as curators to “design” a major upcoming NGV exhibition as part of an extensive program for mentoring gifted students in the school.

The Booroondara Gifted Network of Schools in Melbourne chaired by Camberwell Grammar School continues to share a range of challenging activities including creative and academic workshops, British Parliamentary debating and the inter-school da Vinci Challenge for Year 7 and 8 students.

In Western Australia, Gifted and Talented Education staff, both with schools and Central Office have been involved in a number of professional learning activities, including attendance and presenting workshops at the Hobart national conference and the Asia-Pacific conference held in Singapore. In addition, work continues to promote and expand the gifted and talented education programs in the primary and secondary years. Western Australia continues to be quite dynamic in gifted education in this country.

*Leonie Kronborg, Susan Knopfelmacher and Margaret Plunkett*



## Brazil

Some actions concerning the gifted have been undertaken in Brazil. In the fall of

2007, a formal evaluation of the activities implemented by the High Abilities / Giftedness Center of Activities in 26 Brazilian states was launched by the Brazilian government. As described in the November 2007 WCGTC Newsletter, these centers were implemented in 2005 by the Ministry of Education. The results indicated that 2,177 students (40.5% females and 59.5% males) have attended the centers since then. Most students (82.26%) are from primary public schools. Only a few centers offer services to the families. The findings also point out that most of the teachers who work at the centers are females, have a college degree, and have attended in-service training courses in gifted education.

At the beginning of 2008, the Ministry of Education revised the National Policy for Special Education and a new document was created, based on inclusive education guidelines. The main purpose of this policy is to encourage schools to implement educational practices that attend the needs of handicapped children, students with development disorders, and gifted students. The policy highlights the relevance of assistance for the student from kindergarten through college, family and society participation in the student’s educational life, as well as teacher training. According to this policy, the educational systems have to plan and implement pedagogical resources that promote learning and value diversity in the classrooms. This document can be considered an important advance regarding the education of the gifted in Brazil.

Some conferences have been organized in Brazil in 2008. Last June, the Center for the Talent and Potential Development, celebrating its 15<sup>th</sup> anniversary, held the 6<sup>th</sup> International Meeting on the Education of the Gifted and Talented in the southeast of Brazil. Well-known researchers, such as François Gagné and Joan Freeman, were the keynote speakers. November 19<sup>th</sup> to 21<sup>st</sup>, the Brazilian Council for Giftedness will be holding the 3<sup>rd</sup> National

Meeting in the South, in Canelas. A conference for gifted youngsters is also in the program. The purposes of the meeting are (a) to assemble persons and institutions interested in high abilities and 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 results of research conducted in Brazil, (d) to cooperate for technical improvement of professionals who work in the field, and (e) to offer an opportunity to gifted students to exchange ideas and projects. The program includes workshops, lectures, and round-table discussions on many topics related to giftedness.

*Denise Fleith*



## Ireland

A well-attended, energizing conference about gifted children was held early in the year at Dublin City University, giving the Irish audience the opportunity to hear some of the papers that were given at the WCGTC World Conference on Gifted Children. The Irish Association for Gifted Children (IAGC) held its AGM at this conference, with Karen McCarthy presiding as Chairwoman.

An outcome from the conference was the development of a new sister site to the IAGC website called [www.giftedkids.ie](http://www.giftedkids.ie), created by parents for parents, targeting the Irish community. This flourishing and useful website, designed by IAGC member, M. Keane, contains much needed information and a forum for exchanging ideas. The site also contains links and information to other useful organizations, including the WCGTC.

Dorothy Armstrong has developed a support group pack to increase the number of support groups in Ireland and will act as a resource person for people willing to facilitate groups. The



groups we have are few but are working well.

At our Spring Forum in April, Dorothy Armstrong, Anna Giblin, and Leslie Graves made presentations on issues of concern, namely, starting up support groups and parenting gifted girls. Leslie presented lectures on exceptionally able (gifted) children to teachers completing a Master's degree in Special Education at the University College Dublin. Dr. Joyce Senior, WCGTC delegate, is a Director for some of these courses. These initiatives are influencing the education of our educators.

In May, Karen McCarthy sent a letter to our new Minister for Education to communicate IAGC's wishes for a harmonious working relationship. This is particularly important at the moment as the guidelines for the education of highly able children have been circulated by this government department, and IAGC is keen to ensure that this process does not lose momentum.

Over the summer months, IAGC Council member, Agatha Crotty, contributed to a newspaper article on gifted children in Ireland, sharing her experience of parenting gifted children.

Leslie received a Templeton Fellowship and participated in a ten-day Berlin/Blank Symposium in Iowa, along with fifty other Templeton Fellowship delegates from forty-eight countries around the world. The objective of the symposium was for participants to learn and return to their countries with fresh ideas, new information, and enthusiasm for advocating and providing for gifted children. Networking multi-culturally and multi-nationally provides a new source of support.

Leslie, representing the IAGC, presented at the Irish Association for Teachers in Special Education Conference in June and will do so again, with two lectures, at the Irish Learning Support Teachers Conference. M. Keane of Giftedkids.ie will introduce the new website to educators. A third presentation, from Special Educational Support Service, will outline a pilot program in a number of secondary schools in an effort to determine best

practice for exceptionally able students in Irish secondary schools—a major development from the advent of the *Guidelines for Teachers of Exceptionally Able Children*.

Leslie Graves will also be working on a project with the National Council in Special Education over this year, developing resources through Information and Communications Technology for use with exceptional (gifted) children in mainstream schools. The IAGC is in the process of developing a submission to the Council on the need to research issues into the provision for exceptionally able children in Ireland.

Finally, we have produced three Newsletters this year, and disseminated information and support for our members and partners.

*Dorothy Armstrong and Leslie Graves*



**Serbia**

The Preschool Teacher Training College in Vrsac (Serbia) organized the 14<sup>th</sup> scientific gathering dedicated to gifted and talented children in July. This year the round-table discussion was dedicated to the topic of family as a factor of giftedness encouragement. It was attended by 89 researchers, university professors, and practitioners from eight European countries, including England, Austria, Romania, and Slovenia. The impulses for the discussion were given by academician Jovan Djordjevic. Giving his perspectives on the importance of a family for giftedness development and stating various research outcomes, he pointed out the main characteristics of the family settings of gifted children. The discussion raised many important issues, dominated by the importance of the liaison between school and family and difficulties contemporary families face while rearing and supporting their gifted children.

What is characteristic of the round-table discussions organized in Vrsac is the opportunity for the participants to get familiar with significant, current issues from the field. The National

Strategy for Youth was adopted on May 9, 2008, by the Ministry of Youth in the partnership with other ministries of the Republic of Serbia, with gifted, young individuals having a significant place in it. Some of the measures considered were promoting the research on young talented individuals, fostering and supporting youth creativity in the field of culture and the arts, and creating conditions for excellent sport achievements. Professor Ivan Ferbezer reported on the main topics of the seminar on giftedness that he had attended in Iowa in 2007, while Jelena Prtljaga promoted the World Council for Gifted and Talented Children and invited all the researchers to cooperate with the association.

The gathering was closed by academician Bosiljka Djordjevic, who outlined the book written by Grozdanka Gojkov, *Didactics of the Gifted*.

*Jelena Prtljaga*



**Taiwan**

Experiments in gifted education in Taiwan began in 1973 and became legitimized in 1984 with the promulgation of the Special Education Act. The development of gifted education at the turn of the new century focused much attention on the content and quality of it, resulting in the publication and introduction of the *White Book* by Ministry of Education, R.O.C. in April, 2008. It serves as the reference for local educational authorities in promoting gifted education in Taiwan.

Four ideals of gifted education are emphasized: providing appropriate and adaptive education opportunities, building up a differentiated learning environment for every student, creating abundant opportunities for cultivating multiple intelligences, and guiding students to become responsible and altruistic individuals. Structurally, seven issues on gifted education are addressed, namely, administration and resource, assessment and placement, curriculum and project design, teacher training, counseling and follow-ups, gifted education for the disadvantaged, and

evaluation and supervision.

On these seven issues, we developed seven strategies and incorporated them into the following action plan, in order of priority: (1) enlarging the resource and teaching support system, (2) promoting gifted education ideals with advanced media and technology, (3) high-quality, multiple assessment and appropriate placement, (4) differentiated curricula and holistic counseling, (5) diversified teacher training and professional development, (6) discovery of disadvantaged gifted students and teaching them with proper adjustment, and (7) professional evaluation and efficient supervision.

These seven strategies will be implemented by Ministry of Education within six years, in terms of their relative degree of urgency, as short-term plans, intermediate plans, and long-term plans. The six themes that have been identified for action in 2008 and 2009 consist of regulating the identification and placement procedures for gifted students; working on the action plan of a school-based gifted education service program; regulating the criteria for the qualification of gifted education teachers, equipment, and facilities; building up the professional standard for gifted education teachers; modifying identification and placement procedures for the gifted students with disabilities and disadvantages; and discovering and nurturing students with special talents.

In summary, the purpose of the *White Book* as policy is to encourage the gifted to discover and develop potential and have multiple values and to enhance the quality and effectiveness of gifted education. We hope to encourage every child to become one of high morality, high responsibility, and altruism.

Ching-Chih Kuo  
Professor, Dept. of Special Education,  
NTNU  
President, Chinese Association of Gifted  
Education



## Turkey

Education Programs for Talented Youth (EPTY) began as a prototype at the Faculty of Education at Anadolu University in Turkey in March, 2008. This university-based program was founded by Ugur Sak and his research team, with support from the Scientific and Technological Research Council of Turkey. The Program aims to identify gifted students, to provide selected programs and services for gifted students and their parents, and to promote leadership and exemplary practice through professional development.

A mixed program model—an integration of enrichment and acceleration—is used throughout the EPTY Programs. Courses are taught both by subject-area teachers with graduate diplomas in gifted education and by professors of mathematics and hard sciences. The EPTY Programs consist of three semesters annually, in the fall, spring, and summer. Each semester includes 36 hours of mathematics, 36 hours of science, and 12 hours of guidance and character education. Each unit in each course starts with a documentary movie in related subjects, followed by two-hour lectures by university professors each taking two lessons, and six hours of classroom and laboratory activities that are carried out by students and led by their teachers. Additionally, a two-hour seminar is offered to parents of the students each month.

For further information about the EPTY, visit [www.uyep.anadolu.edu.tr](http://www.uyep.anadolu.edu.tr) or contact Ugur Sak at [usak@anadolu.edu.tr](mailto:usak@anadolu.edu.tr).

Ugur Sak, PhD

Associate Professor and Director of the  
Division of Gifted Education &  
Coordinator of the Education Programs  
for Talented Youth



# IMPORTANT DEADLINES

## I. EC Nominations and Elections

Nominations for Executive  
Committee and President:

December 1, 2008

Membership status for voting

eligibility: February 15, 2009

Elections: March 15 – 30, 2009

## II. Delegates

Registration for participation in the  
Delegates' Assembly: January 1, 2009  
Delegates' Annual Report: May 31,  
2009

## III. Awards Nominations

Nominations: January 31, 2009

## IV. Newsletter *World Gifted*

January 2009 newsletter submissions:  
December 11, 2008.

Spring 2009 issue: April 16, 2009

Fall 2009 issue: September 3, 2009

Winter 2010 issue: December 10, 2009

## V. Journal *Gifted and Talented International*

Submissions: anytime

## VI. Biennial Conference

Abstracts and Paper submissions:

January 19, 2009

Final date to register and present: May  
4, 2009

Early registration: May 15, 2009

Hotel registration: July 1, 2009

Last day to mail registrations: July 1,  
2009

Conference registration deadline: July  
15, 2009

\*WCGTC membership status must be  
current as of August 7, 2009 in order  
to qualify for member's rates.

Cathrine Froese Klassen

# WCGTC AWARDS

In conjunction with its biennial conference, the Executive Committee of the World Council presents awards in four different areas of recognition: research, creativity, leadership, and distinguished service. Applications for these awards are submitted to Headquarters, and the Awards and Scholarship Committee assumes the responsibility for selecting the recipients.

Nominations are accepted for the awards described below.

## I. The World Council Distinguished Service Award

The recipient must have made an outstanding contribution to gifted education as reflected in service to the WCGTC and in the furtherance of its purposes over a period of ten years or more.

## II. The International Creativity Award

The recipient must have international recognition in the field of creativity and must have made significant contributions to promoting creativity in education.

## III. The International Award for Research

The recipient must have international recognition in gifted education and made significant contributions 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.

## IV. The A. Harry Passow International

## Award for Leadership in Gifted Education

The recipient must have international stature as a leader in gifted education—one whose life and work have significantly influenced policy and practices in gifted education or one who has made other outstanding contributions in promoting the cause of gifted education worldwide.

Nominations for awards must be submitted

- by a current, paid-up World Council member in good standing,
- on the WCGTC Award Nomination form, available on our website ([www.world-gifted.org](http://www.world-gifted.org)),
- to Headquarters by or on January 31, 2009.

Nominations will be accepted only if the official nomination form has been completed and submitted as specified.

Cathrine Froese Klassen



### WCGTC Award Nomination Form

Please, complete the form as indicated by selecting the appropriate award, providing the name of the nominee, providing information about the nominee's qualifications for the specified award and attaching his or her curriculum vitae, signing the form, providing the necessary contact information, and e-mailing, mailing, or faxing the form to the WCGTC Headquarters, as specified on the first page of this document.

**Instructions:** Save this form on your computer, fill it in, print, and sign. If necessary, the forms will expand automatically to the next page. Then fax, mail, or e-mail a scan of the form using the address information provided on the first page of this document.

I nominate \_\_\_\_\_ from \_\_\_\_\_ (country)

for the following award (check one):

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

The Nominee is a WCGTC member: ☐ Yes ☐ No

#### Name and Address of Nominator

Title (select) -----	Name
Address	
City	State / Province (optional)
Country	Postal Code / Zip (optional)
e-mail	

#### Name and Address of Nominee

Title (select) -----	Name
Address	
City	State / Province (optional)
Country	Postal Code / Zip (optional)
e-mail	

\_\_\_\_\_  
(signature of nominator)

On the following page or pages, describe in what way the nominee for the specified award has demonstrated his or her worthiness to be the recipient of the award. Make certain that you address the criteria for the specified award as described earlier in this document. You may paste your text into the form from another document.



## ***World Gifted, January 2008***

Editor

Cathrine Froese Klassen

Assistant Editors

Louesa Polyzoi

Annette Greene

Graphic Design and Layout

Warren Schuetz

*World Gifted* accepts submissions for consideration for publication.

We invite members to forward contributions at any time.

Submissions must include the name of the author and title and the country of residence. Contributions to the "Delegate Discourse" should adhere to the 150-word limit and be formatted double-spaced, 12-point Times New Roman, and not justified. The submission deadlines for 2009 are as follows: December 11, 2008 for the winter 2009 issue, April 16, 2009 for the spring 2009 issue, September 3, 2009 for the fall 2009 issue, December 10, 2009 for the winter 2010 issue.



### ***Gifted and Talented International***

Gifted and Talented International, Volume 23, Number 1, 2008 has been posted and is available online in the "Members' Area" of the WCGTC website. Volume 23, Number 2 will be posted in January.

Articles for the journal are welcomed and may be submitted at any time. Articles are now being accepted for Volume 24, Number 1. Please, forward all manuscripts to Professor Dr. Taisir Subhi Yamin

# **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 and report on anything that would be of interest to other members, such as events or initiatives, news about regional organizations, profiles of individual members, or announcements of upcoming events.

Please, forward submissions to World Council Headquarters, c/o The University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, 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

Prof. Dr. Taisir Subhi Yamin  
Heilmeyersteige 93  
D-89075, Ulm  
Germany

phone (+49) 731-50-94494  
mobile (+49) 170-309-8610  
taisir@yahoo.com

## **Calendar of Upcoming Events**

February 13 – 15, 2009

### **47<sup>th</sup> Annual CAG Conference**

Anaheim, California

Theme: Creativity - The Fuel of the Future

<http://cagifted.org>

August 3 – 7, 2009

### **18<sup>th</sup> WCGTC Biennial World Conference**

Theme: Promoting the Dream

Vancouver, British Columbia, Canada

<https://conference.world-gifted.org>

August 24 – 27, 2009

### **The Second International Centre for Innovation in Education**

Ulm, Germany

Theme: Excellence in Education 2009: Leading Minds Creating the Future

<http://www/icieparis.net>