



WorldGifted

Newsletter of the World Council for Gifted and Talented Children

www.world-gifted.org

A Dream Come True:

The Bavarian Centre for Gifted and Talented Children

Who could surmise that the founding of The Bavarian Centre for Gifted and Talented Children (Begabungszentrum Bayern GbR) in Freising, Germany, on November 1st, 2008 could have a distant connection to the World Council for Gifted and Talented Children? Interestingly, in the mid-1970's, one of the co-founders of the Centre attended kindergarten in a school for gifted and talented children in Iran that had been founded by Dr. Iraj Broomand. Those familiar with the history of the WCGTC know that Dr. Broomand became the President of the World Council in 1977. Unfortunately, the Iranian conflict in 1978 prevented him from being able to complete his term of office as President, but the work that he had begun in his country has recently borne new fruit.



Roya Klingener with her American teacher in Iran, 1978

The Bavarian Centre for Gifted and Talented Children is the first institution of this type in Bavaria to provide the service of coaching and counselling, both psychological and pedagogical, for gifted children and youngsters, their families, and other professionals involved in education. Among its other services, it is also offering diagnostic services, therapy, and special programs and scientific events, such as "Wissensdurst" (Thirst for Knowledge project), for gifted and talented children and teenagers.

Research, reporting on high ability, and continuing education are integral to meeting their goal of helping gifted children, as well as their families and educators. The founders of the Centre are well aware that giftedness

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Den-Mo Tsai

With our 18th Biennial World Conference in Vancouver less than half a year away, activity is increasing. Headquarters is looking after the conference planning, and the preparations are proceeding very well. Interest is high and expectant. We look forward to an exceptional event in August, in every respect.

The 2009 elections are also approaching fast. Headquarters has posted all the candidates for President and Executive Committee on a newly created elections website, so, please, visit it at <http://elections.world-gifted.org> and prepare for the voting, which will begin on March 1st.

Our WCGTC publications are important in keeping our membership informed about developments and happenings around the world. Please, share your initiatives and successes with all of us by submitting your articles and reports for publication to the respective editors. We appreciate your involvement and support.

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Executive Administrator's Message



As we all embark on another year of new beginnings, I extend my greetings to you for success and fulfillment as you strive to attain your goals.

At Headquarters, 2008 has, certainly, been a time of new beginnings. I have reported on many of these in three issues of the 2008 newsletters. Much has been achieved and the forging ahead into “the new” has gained momentum. Each activity in our biennial operational structure entails developing new protocols, new forms, new policies, and new operations.

Having entered the biennial conference year, the drive to meet deadlines and keep the planning on track is intensifying. Over the past few months, as Conference Administrator, I have managed the conference planning in every area. The tasks have included promotion of the conference, both through extensive mailouts of the Second Announcement locally, as well as through direct international promotion with newly produced branded materials at NAGC in Tampa in November and through worldwide e-mail contact; negotiating with potential sponsors and exhibitors; collaborating with International Conference Services in the area of sponsorships, banquet planning, and site arrangements; on-site planning with ICS during a recent site visit; arranging entertainment for the special conference events; working out details on the Youth Summit in a personal meeting with the organizer, Pegi Furanna McIntosh, and meeting contractual obligations; setting up conference accounts and accounting procedures; collaborating with personnel, locally, who have developed and continue to develop the websites for online registration, online proposal submissions, e-mail accounts for paper submission, and an online program website; ongoing collaboration with the Program Chair, Edna McMillan, to whom we send all the proposals for review and approval; setting up contracts for the assistants that I have hired for conference work; getting quotations and negotiating the production and printing of the program book; updating our delegates’ list for the Delegates’ Assembly in August; making arrangements with and for the scholarship winners, and other such tasks. This kind of work will continue up to the time of the conference.

Two other undertakings associated with our World Conference are the dispersal of scholarships and awards. To make the task more manageable for the committee, I prepared and forwarded not only the documents received from applicants, but a new awards application form. All forms of this nature are posted on the web as they are developed.

By now, you have all received personal e-mails announcing the candidates for the 2009 Executive Committee and Presidential elections. I formalized the nomination process and monitored every part of the procedure: notifying all parties of the receipt of the forms, checking the membership status and eligibility of all parties involved and completion and accuracy of the forms,

addressed discrepancies, posted a “nominations closed” notice on our website, and created and forwarded files for the Elections Committee for vetting the slate of candidates. Again, “new” is the operative word—new information-gathering forms, a new elections website with voting information and thirteen candidates’ profiles, and, for the first time, online voting, beginning March 1st. A voters’ list will be posted on February 13th, and anyone wishing to vote in these elections must maintain a current membership between February 13th and April 20th, the latest possible voting date in the eventuality of having to hold additional tie-breaking ballots. New interest has been created in the WCGTC elections. Sources tell me that interest has never been greater. If you have not already done so, please, visit the respective website at <http://elections.world-gifted.org> and become acquainted with our candidates.



The NAGC Convention, Tampa

On October 15th, I held a public forum for educators and parents at the University of Winnipeg. It was sponsored by Headquarters, Dean McCluskey and the Faculty of Education, and Phil Baker, Director of the ACCESS Program at the University of Winnipeg. My purpose in holding this session was twofold—to promote the World Council

and its Headquarters locally and to nurture local interest in gifted and talented education. Kevin Lamoureux has written an article on the event, which is included in this issue.

Donald Treffinger held a two-day workshop for the Education Faculty. A report by Kari McCluskey is also included in this edition.

The ongoing work and projects continue, alongside the conference preparations. The 2007 proceedings are progressing to the final formatting stage, and *Gifted and Talented International*, Volume 23, No. 2, stalled at the printers, will be posted soon; affiliate applications are being invited and processed. We are awaiting the arrival of a new computer in our office, which will speed up some of the routine work significantly.

On a final note, some of you may be requiring a letter of invitation in order to secure a visa for foreign travel for attending our conference. I have drafted the letter and will issue it to you, with two provisos: you must have paid your registration fee and then you must provide me with the required information, of which I will inform you when I receive your request.

As we, at Headquarters, look ahead in this new year, we remind ourselves (with the revised words of Ronald Reagan) that “[e]very [year] begins with possibilities. It is up to us to fill it with the things that move us toward progress and peace.”

*Cathrine Froese Klassen
WCGTC Executive Administrator and
Biennial World Conference Administrator*

A Dream Come True

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does not necessarily result in achievement; therefore, their focus is not on achievement but on the skills of the individual child and the nature of his or her giftedness.

The Centre's contact to national and international institutions and scientists guarantees that the latest scientific information is used in their work. Their desire is to build a network with other counselors and scientific institutions all over Germany and, ideally, throughout the world. By applying their experiences and knowledge, they hope to fulfil their vision of guiding the next generation of gifted children and youngsters on their way as they develop their special talents.

The founders of the Center—Roya Klingner and Angelika Breibeck-Felsen—each had personal inspiration for reaching out to gifted children, one as a young child and the other as a mother of gifted children.

Roya explains how her early-childhood experiences formed the impetus for eventually reaching her aspiration....

I was born in 1970 in Tehran, Iran. About 30 years ago, the first president of The World Council for Gifted and Talented Children, Dr. Iraj Broomand, started a program for gifted and talented children in Iran. At that time, I was a little girl, who was different from other children of the same age. I was able to read and write at the age of four, and I had a very good memory. My kindergarten teacher noticed my giftedness and advised my mother to send me to Dr. Broomand's school. The time in that school was one of the best in my life and full of happiness and joy.

After the Iranian Revolution in 1979, our school was closed and our world changed. I had to visit a normal, regular school. I was really unhappy, cried every day, and asked my mother if I could study at home. At that time, I was nine years old. I decided, then, to help gifted children when I grew up. All the time, year after year, country after country, home after home, fate sent me from Iran to Austria and then to Germany. Nonetheless, I followed my dream and never lost sight of my goal.

When I came to Germany in December



Roya Klingner, Co-founder

2007 and saw how much there was to do in the field of gifted education in Bavaria, I developed the concept of a counseling centre involving a pedagogue and a psychologist, along with scientists from several universities as counsellors. Together with Angelika Breibeck-Felsen, I worked on several projects and presentations for gifted children. When I told her about my vision and concept, she agreed to work with me and together we founded the Bavarian Centre for Gifted and Talented Children on November 1st, 2008. A dream came true!

Angelika recounts her incentive for becoming involved in gifted education from the perspective of a parent....

I was born in 1964, and today I am the mother of four highly gifted children (Joscha, 22; Moritz, 15; Frederic, 13; and Céline, 10).

During my studies in psychology, I prac-



Angelika Breibeck-Felsen, Co-founder

tised in a psychiatric hospital for three months and conducted experiments in testing and diagnosing patients, as well as performing different techniques in relaxation and conversational therapy with depressive, suicidal patients. Having graduated at the Ludwig-Maximilians-Universität in Munich (Diploma in July 1990), I started working as the director of a day-care facility for disabled children for about eighteen months. Then I married, and my three younger children were born.

I encountered the difficulties associated with high ability when my son Moritz became bored at school. His teacher told me that Moritz was dreaming and reading during the lessons. The psychologist at the elementary school tested him and diagnosed his high ability. Until that moment, I had not realized that my older son was also highly gifted, as he had not demonstrated anything striking in his behaviour. Today, I know that all my children are highly gifted (they have also been tested), but they have very different personalities.

Facing the situation of having gifted children, I started to collect information on this topic in order to deal more effectively with their abilities. For about seven years now, I have been working in my own practice as a self-employed psychologist for high ability.

Roya and Angelika hope that their efforts in setting up the Bavarian Centre for Gifted and Talented Children will have far-reaching effects and contribute to the happiness and success of gifted children around the world.

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Roya Klingner (Specialist in Gifted Education, ECHA-Diploma; Solution-oriented therapist, ILP-Diploma; Pedagogic Diploma for children and adults) and Angelika Breibeck-Felsen (Certificate in SILVA MIND CONTROL International Inc., Laredo Texas U.S.A; Education in practical psychology) in cooperation with Cathrine Froese Klassen (WCGTC)

2009 Elections

Voting in the WCGTC election should be taken as a serious obligation, since the effectiveness and viability of our organization is closely linked to the officers that it has at its core—their expertise, experience, and resources.

According to the WCGTC Bylaws, elections for vacant positions are conducted in the year of the biennial conference, and all terms of newly elected officers begin at the first Executive Committee meeting at the end of the biennial conference (Policy 5.5). All ballots are to be cast by April 1, 2009.

This year, for the first time, all voting will be done electronically. This process is guaranteed to be fair and open, secret and anonymous, accountable, and protected from fraud, ensuring that each vote cast originates with the eligible voter and that each voter votes only once in each ballot.

Ballots will be managed in a combination e-mail and online process. Detailed instructions will be emailed at a later date and will also be posted on our elections website. The final elections e-mail will be sent to eligible voters only.

Eligible voters are those whose WCGTC membership is current between February 13, 2009, 15:00 CST and April 20, 2009, 15:00, CST. The later date is to accommodate the eventuality of run-off ballots. Anyone renewing his or her membership after February 13th will not be eligible to vote in any of the elections. A voters' list will be posted online. Prospective voters will also be notified by e-mail. Please, check the WCGTC homepage for announcements regarding elections.

The entire membership votes for the Executive Committee positions, but only delegates vote for the president. All officers are elected by a plurality of votes.

Voting for President will begin on March 1, 2009 and extend till March 9, 2009. Voting for EC officers will be conducted from March 15th to 23rd, unless a second ballot is required due to a tie vote on the presidential election. All successive dates will then be adjusted accordingly.

This year we are conducting two separate elections, one for President and another for four or five Executive Committee positions, depending on who wins the presidency. Terms of office are four years, with the six positions on the EC being elected on a staggered, two-year basis, resulting in only half of the positions becoming vacant biennially and, normally, three at one given time. This year there is an anomaly because of a vacancy created by the premature resignation of an EC officer in 2007. Consequently, an additional vacancy exists in 2009. There is also one EC officer who has two years of her four-year term remaining. If she were to become the next president, then another vacancy on the EC would be created. For this reason, the election for president has to precede the election for the EC.

Voting in the WCGTC election should be taken as a serious obligation, since the effectiveness and viability of our organization is closely linked to the officers that it has at its core—their expertise, experience, and resources.

Cathrine Froese Klassen

Presidential Candidates

Below are listed the complete profiles of the candidates. Remember, only official WCGTC delegates will vote for the president. Your WCGTC membership must be current from now until after the election has taken place.

Elections for president, by official WCGTC country delegates, will begin on March 1, 2009 and will continue until March 9th. Elections will be conducted by electronic ballot. Each eligible voter will be contacted by e-mail before March 1st and receive an official ballot with instructions.

Eyre, Deborah



What I am willing to do, if elected...

As president, I would act as an international advocate for the cause of gifted education, using my experience, reputation, and skills on behalf of the WCGTC. I would also lead the organization towards a new future with a greater profile and activity in all five continents of the world, making it truly a world organization. Building on the excellent Headquarters in Winnipeg, I would seek to expand our benefits to members, so making membership more valuable, and work towards a cycle of continuous improvement in all aspects of our activity so that the community of gifted education grows in influence and volume. I would also seek to draw closer relationships with the regional organizations, as well as encouraging more national bodies to affiliate with the WCGTC. As an experienced fundraiser, I would bring funds to the WCGTC.

Country of Residence: United Kingdom

Academic Degree(s): MEd, University of Reading, Reading, UK; Certificate in Education, Westminster College, Oxford, UK

Occupation: Self-employed Educational Consultant; Advisory Professor at Hong Kong Institute of Education; visiting Senior Research Fellow, University of Oxford

WCGTC Membership: since 1987

Past Contributions to the WCGTC

- Local Conference Committee Chair for the 2007 Conference in Warwick, UK
- Vice President of the WCGTC Executive Committee
- regular contributor to World Conferences in the form of research papers, teaching and learning approaches, and educational policy
- keynote speaker at two WCGTC conferences and also an invited speaker
- delegate for the United Kingdom many years
- instrumental in affiliating NACE with the WCGTC and raising the profile of WCGTC in the UK
- contributed a significant number of papers to *Gifted and*

Talented International over the years and helped others to become published in the WCGTC journal

- active in the international community of gifted and talented scholars and encouraged the role of WCGTC as a vehicle for that work

Relevant Qualifications and Experience

- worked in gifted education since 1979 in the capacity of teacher, school district adviser, and academic, responsible for conceptualizing and delivering improved provision for gifted school students through programs, curriculum, and advice
- shaped and delivered policy on gifted education, since 1999, reporting directly to government ministers
- Director of the government's NAGTY, 2002–2007
- positions on the boards of the key national education bodies for School Leadership & Training and Development (school teachers), influencing policy in respect of training
- serving on the board of CTY, supporting the Thai Foundation, Raffles Singapore, King Abdulaz Foundation SA
- widely published researcher, best known for work on structured tinkering and The English Model

- professorial positions in four leading universities including Professor at Oxford Brookes University and University of Warwick and an Honorary Professorship, Warwick University

Vision for the Future of the WCGTC

I would like to see the WCGTC take a major step forward from its current position in terms of vision and administration. In particular, I would like it to showcase work from all cultures and continents, becoming a more truly international movement, supporting developments in gifted education in all five continents. I would also like to see a professionalization of the organization as befits a world organization in the 21st century. Through systematic development planning, the organization can demonstrate progress towards its clearly articulated goals so as to serve gifted children, their families, and their professional supporters better. I would also like the organization to appeal more to younger professionals beginning their career and facilitate opportunities for exchanges between countries, so increasing understanding. The WCGTC has a key role in increasing understanding about giftedness and in disseminating what is now known so that we move forward as a field, not round in circles.

McMillan, Edna



What I am willing to do, if elected...

My time, my interest, and my experience would be my biggest contributions. I am a hard worker and very well organized. My long-term work for the World Council attests to my commitment to the organization.

Country of Residence: Canada

Academic Degree(s): BA, McMaster University, Hamilton, Canada; MSc, New York State University at Buffalo, Buffalo, USA; EdD, University of Georgia, Athens, USA

Occupation: Self-employed Consultant

WCGTC Membership: since 1979

Past Contributions to the WCGTC

- Treasurer of the Executive Committee since 2005; Member-at-large, 2003–2005
- attended every WCGTC conference since 1979
- coordinated the World Conference in Toronto in 1993
- organized and produced the World Conference in Istanbul in 1999
- presented at every conference except the two she coordinated
- served as a Canadian delegate several terms
- co-authored the booklet "Hosting a World Conference" in the late 1980's
- co-edited the revised "Biennial Conference Proposal Development Guide" in 2007
- updated the World Council goals for the brochure in 2006

- Program Coordinator for the Vancouver conference in 2009

Relevant Qualifications and Experience

- wide and varied experiences with people of diverse cultures and a good understanding of similarities and differences in people of the world, having lived in England, Turkey, Lebanon, and the United States, as well as Canada
- developed programs for the gifted at all levels—elementary, secondary, and university education
- presented at local, national, and world conferences, as well as organizing many conferences

Vision for the Future of the WCGTC

My vision for the World Council is to have it develop into a more interactive group. Our delegates need to have a more intensive, responsible role, and everyone should feel more involved. Our mission talks about the different kinds of support the Council can provide, and I would like to see this develop. The Executive can give direction, but it must be the task of all members working cooperatively to achieve success.

Subhi-Yamin, Taisir



What I am willing to do, if elected...

As WCGTC President, I will continue to publish and fund *Gifted and Talented International* in the amount of €18000 (\$30,000 CDN) per year, including the costs of editing, printing, and distribution. Additionally, I will raise more funds for scholarships and awards. I will also continue to recruit new members and encourage retention of current memberships.

In promoting gifted education, I will build gifted education resources for students, parents, teachers and scholars, and in doing so, promote gifted education in all the different parts of the world, also by organizing symposia and regional workshops. In addition, I will organize the World Conference. Finally, I will develop an action plan to strengthen and activate our WCGTC network.

Country of Residence: France

Academic Degree(s): BSc University of Jordan; MA (Special Education), University of Jordan; PhD (Gifted Education, CAL), University of Lancaster, England

Occupation: Visiting Professor (2008-2010), Université Paris Descartes; Director, International Centre for Innovation in Education (ICIE)

WCGTC Membership: since 1990

Past Contributions to the WCGTC

- delegate from 1994–2000
- Executive Committee member since 2000
- Executive Committee Secretary since 2005
- Co-editor of *Gifted and Talented International (GTI)* in 2005
- Interim editor of *GTI* from January 2006 to May 2008
- Editor of *GTI* since May 30, 2008
- promoted the WCGTC's activities and initiatives in the Middle East and the Arabian Gulf region
- recruited new members and maintained existing members
- contributed to the newsletter
- published and funded *GTI* in the amount of €18,000 (\$30,000 CDN) per year, which includes the costs of editing, printing, and distribution

Relevant Qualifications and Experience

- Vice President of The Jordanian Association of Physicists (JAP), 1981–1983
- President of JAP, 1983–1990
- National Chancellor (Jordan), International Association of Educators for World Peace (IAEWP) since 1997
- Executive Board, Vice President for West Asia of IAEWP since 1997
- (<http://iaeWP.org/modules/content/index.php?id=5>)
- Director of The International Centre for Innovation in Education (ICIE)
- Director of Consultation, Training and Continuous Education Centre, Arabian Gulf University, 2003–2006
- consultant, the National Research Centre on the Gifted and Talented, University of Connecticut, Connecticut, USA, 2001–2008

Vision for the Future of the WCGTC

The WCGTC must continue to expand and to extend its activities and resources. My vision is to build on our reputation as a global, professional, leading organization, dedicated to discussing, analyzing, creating, and advancing solutions to the challenges facing the development of gifted education. This vision involves the empowerment of the gifted and talented through leadership and international supportive management and partnership, advanced team-working processes, functional well-organized multidisciplinary resources, cross-cultural networking and bridging, capacity building, and knowledge dissemination.

EC Candidates

Below are listed the complete profiles of the candidates for the Executive Committee (EC). Remember, your WCGTC membership must be up to date from February 13th to April 15th inclusive in order to be able to vote.

Elections for the EC will begin on March 15th and will be con-

ducted by electronic ballot. Each eligible voter will be contacted by e-mail before March 15th and receive an official ballot and instructions. In the unlikely event that the election for the president results in a tie, the EC election will be postponed by 14 days in order to hold a tie-breaking election for the president. In that case, each eligible voter will be contacted, personally, by e-mail with notification of the postponement.

al Jabali, Khalid



What I am willing to do, if elected...

I will open channels in gifted education and will do my best in promoting our goals in the Arab media, conduct cooperative programs between different countries, and organize events in the world to help the children to discover their rights and help them to learn better. I will get support from big companies for our programs and organize events for gifted children globally, as well as for their parents for learning how to deal with their

gifted children. This will also involve arranging global curricula and developing programs for gifted children. Additionally, I will write articles about the goals of WCGTC and its mission.

Country of Residence: Saudi Arabia

Academic Degree(s): Masters in Leadership and Education Management, Arabian Gulf University, Bahrain; High Diploma in Gifted Education, Arabian Gulf University, Bahrain

Occupation: Councillor, Ministry of Education; Member, King Abdul Azziz Foundation for the Gifted

WCGTC Membership: since 2004

Past Contributions to the WCGTC

- helped to solicit WCGTC members in Saudi Arabia
- supported sponsorships
- wrote articles about the WCGTC

Relevant Qualifications and Experience

- worked with gifted education organizations and developed a number of programs for gifted children

Davasligil, Umit



What I am willing to do, if elected...

The contributions that I am willing to make to the WCGTC is to help in creating links to as many different countries as possible, in order to disseminate information about their policy for gifted education; about their educational facilities for gifted and talented students (models, programs, groupings, special schools, special classes with the names of schools); about their programs concerning gifted education in universities at different degree levels, their centers for guiding, counseling, and training gifted and talented children and their parents, and about their journals concerning the gifted education, with the communication details. The opportunities to communicate between schools and gifted students can be enhanced, as well as between researchers and practitioners. One of the outcomes of this may be the creation of chances to exchange gifted students between and among schools all over the world. I shall also try to solicit new members from countries that have not been represented in previous world conferences.

Country of Residence: Turkey

Academic Degree(s): PhD, Istanbul University

Occupation: Faculty member, Hasen Ali Yücel Faculty of Education, Istanbul University

WCGTC Membership: since 1991

Past Contributions to the WCGTC

- member of WCGTC and a Turkish delegate since 1999

- organized seminars on gifted education

Vision for the Future of the WCGTC

In this challenging world, it is necessary to establish a good connection between the WCGTC and gifted organizations around the world, including getting the support from organizations like UNESCO and other significant organizations to support our programs.

- focused Turkey's attention on gifted and talented children and the WCGTC
- took an active role in the Organization Committee of the 13th World Conference on Gifted and Talented Children held in Istanbul, Turkey, in 1999

Relevant Qualifications and Experience

- academic and practical experience in gifted education, endeavor and ambition for innovation, and interest in taking responsibility
- founder of the Division of Gifted Education for the first time in Turkey in 2002, which initiated a licensed four-year program, a Masters' program in 2003, and a PhD program in 2006
- developed and coordinated the program and the model for gifted students started by the cooperation of the Turkish Ministry of Education and Istanbul University at Beyazıt Ford Otosan Primary School
- Deputy Dean (1999–2005) and member of Executive Committee of Hasan Ali Yücel Faculty of Education of Istanbul University (1999–2008)
- research interests predominantly in creativity and thinking skills in gifted students and early identification of mathematically precocious children

Vision for the Future of the WCGTC

My vision for the future of the WCGTC is to see it as an organization facilitating the worldwide communication of experiences, information, and ideas between researchers and the practitioners, as well as between gifted children and their parents.

Graves, Leslie



What I am willing to do, if elected...

I am willing to continue to support the Executive Committee and the World Council insofar as my skills and experience and time allow, to continue to help in the exploration of constructive strategies, solutions, and ideas to further the positive evolution and strengthening of the WCGTC's place, both on the international stage, as well as when indicated, within individual countries, and to advocate for a more valued, visible, effective and contributory "gifted parents" partnership within the WCGTC.

Country of Residence: Ireland

Academic Degree(s): Diploma Special Educational Needs (assistant), School of Practical Childcare/Froebel College of Education; Certificate in Gifted Education, University of South Africa (post-graduate equivalent); currently completing a Master's in Gifted Education through Middlesex University, London

Occupation: Part-time Lecturer in Gifted and Talented on courses in Special Needs and Educational Psychology, University College Dublin; Independent Educational Consultant

WCGTC Membership: since 2000

Past Contributions to the WCGTC

- Executive Committee officer of the WCGTC and assumed

executive duties, such as chairing the 2009 Scholarship and Awards Committee and being a member of the 2009 Elections Committee

- WCGTC delegate for Ireland for many years and acted as the Irish news correspondent, contributing several pieces for publication in past and present WCGTC newsletters
- attended two WCGTC conferences and presented at the conference in Warwick
- created awareness and encouraged other Irish members within and without the national organization to join the WCGTC
- networked and encouraged strategic persons at other international conferences, such as the Belin-Blank Symposium, to join the WCGTC or take part in its activities
- disseminated information on the WCGTC, its members and work, at all presentations and talks given in Ireland
- remained in contact with several WCGTC members over the many years as member

Relevant Qualifications and Experience

- lifetime of experience living with exceptional and dual-exceptional persons
- experience working with a National Gifted Support Organization – Chairperson for many years.
- experience includes the roles of newsletter editor, conference and speakers' night organizer, parent and teacher support; identifying ideas, raising awareness through public presentation; giving requested assistance to key projects and education bodies; contributing to various web-based

developments to facilitate a broader, national support and information base in Ireland

- advocate and model of life-long learning
- Past Chairperson and current Vice Chairperson and Editor of the newsletter, Irish Association for Gifted Children (IAGC)
- liaising with various government and other national and international bodies in the interest of gifted support, specifically contributing to the "National Guidelines for Gifted and Talented Children," and the Web Resource Project on Exceptionally Able Children through the National Council for Technological Education
- presenter for and support provider to both parents and educators involving raising awareness of gifted issues and training
- Templeton International Fellow, Belin-Blank Centre/ Iowa

Vision for the Future of the WCGTC

My vision for the future of the WCGTC is that it continue to be allowed to grow and evolve into a truly functional and useful global support network for gifted individuals worldwide; that it explore the possibility of developing and expanding a "parents of gifted" base, along with its already growing "academic" base; that it explore ways in which it can be of more significant service to developing countries and economies, by identifying key organizations or personnel and, possibly, developing some simple, accessible advice booklets or web downloads on how they could get started and be more effective in their countries; and helping to foster collaborative work and research.

Kronborg, Leonie



What I am willing to do, if elected...

I am willing to contribute in whatever way I can, to add positively and creatively to an already existing structure. I have a commitment to gifted education, a broad range of skills, and a depth of effective experience which have been developed in a range of

roles from an Australian perspective over a substantial period of time. My experience of dealing with issues in gifted education, locally and nationally, would have universal relevance to the Executive Committee of the WCGTC. I keenly enjoy working collaboratively with other Executive members to meet the needs of the organization. It would be a privilege for me, if I were elected to the World Council Executive, to be able to contribute to gifted education in an international forum.

Country of Residence: Australia

Academic Degree(s): PhD Monash; MEd St, Monash; B.Ed, Burwood; GradDipSpEd, Burwood; DipT Melbourne

Occupation: University Lecturer in Gifted Education, Monash University

WCGTC Membership: since 1993

Past Contributions to the WCGTC

- first attended a WCGTC conference in Toronto in 1993
- presented research at four World Conferences: Hong Kong 1995, Australia 2003, USA 2005, and UK 2007
- shared understandings with international colleagues in gifted education
- President of the Australian Gifted Education Association and organized major sponsorship, equivalent to \$20,000 AUD (airline tickets from Qantas Airways) for the WCGTC in Adelaide for 2003
- organized the election of Australian delegates for WCGTC in 2006 and solicited an administrator from Monash University to conduct the subsequent two biennial delegate elections
- WCGTC Australian delegate for 2007–2009 and 2009–2011
- promoted WCGTC and its conferences throughout Australia among gifted educators and contributed to the Australian reports for WCGTC newsletters

Relevant Qualifications and Experience

- completed studies in gifted education—BEd, MEd Studies and PhD—with the doctoral thesis being an investigation of talent development of eminent Australian women
- researched and published in the field of gifted education
- President of the Victorian Association for Gifted and Talented Children from 1994–1997; awarded life membership in 2006

- for outstanding contribution to gifted education in Victoria
- executive member of the Australian Association for the Education of the Gifted (AAEGT) between 1998–2003 and President from 2001–2003
- co-convener of state and national gifted education conferences and on various gifted education committees
- editorial board member of the AAEGT
- coordinator and lecturer of Postgraduate Programs in Gifted Education since 1996 and initiated and developed a significant gifted education program in the Faculty of Education at Monash University, a leading Australian university

Vision for the Future of the WCGTC

I have witnessed and experienced the WCGTC since 1993. During this time, I have observed a varied leadership. I would like to

see the WCGTC continue to develop a positive and collaborative leadership in gifted education that reaches and encourages educators on various aspects of gifted education from all points of the globe. I would like to see the WCGTC provide a strong forum for educators and psychologists in gifted education around the world and to share new knowledge and research, whether by conferences, websites, newsletters, journal articles, or publications. I believe that by providing a strong, positive, and collaborative leadership, which encourages people to participate from their various standpoints in the field of gifted education, more people will become informed of the various psychological and educational approaches, thus providing for gifted individuals and their talent development. Hence, the quality of education can be improved for all talented learners.

Kuo, Ching-Chih



What I am willing to do, if elected...

I will continue to promote the goals and aims of the World Council and support actively the WCGTC activities.

Country of Residence: Taiwan ROC

Academic Degree(s): Doctorate from National Taiwan Normal University, Taiwan

Occupation: Professor, Department of Special Education, National Taiwan Normal University

WCGTC Membership: since 1987

Past Contributions to the WCGTC

- paid close attention to WCGTC news and attended several biennial WCGTC conferences since becoming a member in 1987
- current WCGTC delegate
- promoted the purposes of the World Council and provided Headquarters with news and progress reports for the newsletters
- formed groups to attend the 16th WCGTC Conference in New Orleans in 2005 and the 17th WCGTC Conference in Warwick in 2007

Relevant Qualifications and Experience

- President of the Chinese Association of Gifted Education (CAGE)

- immediate Past President of the Asia-Pacific Federation of WCGTC (APF-WCGTC)
- encouraged national studies in gifted and talented education, with a deep concern for promoting gifted education in Taiwan and searching for international cooperation between CAGE/APF and other countries, regions, and organizations
- rich experience in serving as an Executive Committee member in APF-WCGTC: helped to recruit and manage members as APF Treasurer in 2002–2004; chaired the 2006 9th APF conference in Taipei in my term of the Vice President 2004–2006; supervised all APF affairs as APF President 2006–2008
- as APF President, formed the APF Headquarters in Taipei, proposed the APF Constitution, Bylaws, and Policies, established and managed the APF website, disseminated the online newsletters, started to call for papers for the APF journal, and created the website of the Asia-Pacific Digital Resource Center

Vision for the Future of the WCGTC

My vision involves developing the WCGTC as an organization that facilitates more sharing and the creation of stronger connections among members and promoting member identification with WCGTC. It also entails fostering greater cooperation among WCGTC and affiliated federations and other organizations, such as teacher training or conference and seminar organizations. I also envision the World Council providing more help to those countries and regions whose programs in gifted education specialization are in the developing stage and promoting the importance of talent development in such programs.

Phillipson, Shane N.



What I am willing to do, if elected...

As a member of the Executive Committee of the WCGTC, I would build upon the excellent past work of the Council in strengthening the breadth and quality of research in giftedness and gifted education.

This work would include encouraging a greater number of contributions from researchers from diverse cultures, particularly the East Asian region, and reinvigorating the Council's flag-ship journal, *Gifted and Talented International*, to improve its accessibility and utility to its readers by working closely with the current editorial board of the journal. In particular, I would work toward listing the journal in the major education and social sciences databases, such as ERIC and Social Sci-

ences Citation Index. Furthermore, I would work closely with the president to promote the value and desirability of membership in the Council as benefiting the Council's status as the world's premier organization for gifted education.

Country of Residence: Hong Kong, SAR

Academic Degree(s): Certificate in Academic Leadership, New England; PhD, Flinders; GradCertGiftedEd, Flinders; GradDipEd, Newcastle; BSc(Hons), Monash

Occupation: Associate Professor in gifted education / educational psychology

WCGTC Membership: since 2007

Past Contributions to the WCGTC

- involved in research that has been presented at conferences organized by the WCGTC and the Asia-Pacific Federation of the World Council
- active observer of the activities of the WCGTC for a number of years, particularly interested in the research and scholarly activities of the Council
- a strong advocate of the WCGTC in terms of its role in disseminating research and in providing a forum for international discussions within the East Asian region

Relevant Qualifications and Experience

- teacher in gifted education since 1996 and professional training in gifted education (Graduate Certificate in Gifted Educa-

tion and PhD)

- taught courses in gifted education to tertiary students in both Australia and Hong Kong, resulting in deep and broad cross-cultural experiences and research, and contributed to the development in gifted education as teacher and through a number of professional development programs in Australia and Hong Kong
- held advisory positions at the school level and at the level of government policy, particularly in Hong Kong
- success in leadership positions, including membership and chair of university-level committees

Vision for the Future of the WCGTC

Building upon its solid foundation, I would like to see the WCGTC develop further in terms of its role in research and administrative capabilities. An increasingly globalized gifted education movement should occur at the same time that we acknowledge the "localization" of gifted education. The WCGTC will provide the ideal forum for the discussion of localized gifted education, allowing all cultures to benefit from the experiences of others. This discussion will allow the WCGTC to achieve its goals better to serve the needs of gifted children, their families and communities. As a professional organization, the WCGTC would also benefit from greater interactions with other professional organizations, allowing for a strengthening of research in giftedness and gifted education.

Roberts, Julia Link



What I am willing to do, if elected...

As a person who has advocated for gifted children at the local, state, and national levels for over twenty-five years, I would willingly work with delegates and other members of the World Council on refining effective advocacy strategies. I would be

happy to facilitate the development of core messages in gifted education. In fact, I would serve the organization in any capacity that I would be asked, including planning and implementing various events and programs.

Country of Residence: United States of America

Academic Degree(s): EdD and MS, Oklahoma State University; BA, University of Missouri

Occupation: Mahurin Professor of Gifted Studies, Western Kentucky University; Executive Director of The Center for Gifted Studies and the Carol Martin Gatton Academy of Mathematics and Science

WCGTC Membership: since 1987

Past Contributions to the WCGTC

- elected delegate from the United States to the World Council for four years
- attended World Council Conferences, beginning with the one in Salt Lake City in 1987
- presented sessions at conferences in Hong Kong, The Hague, Toronto, Istanbul, Adelaide, New Orleans, and War-

wick; also plans to be in Vancouver for the conference this August

- presented at sessions on the World Council at three of the last four conferences of the National Association for Gifted Children
- submitted a feature article for the January, 2007 World Council newsletter, *World Gifted*

Relevant Qualifications and Experience

- founding director and Executive Director of The Center for Gifted Studies at Western Kentucky University and the Carrol Martin Gatton Academy of Mathematics and Science in Kentucky
- directed international travel study opportunities for middle- and high-school students to Russia, China, Great Britain, France, Italy, the Netherlands, Germany, and Belgium through The Center for Gifted Studies
- the invited leader for a gifted education delegation to China, sponsored by "People to People" in 2005
- director of the summer program for students from Korea, China, and Indonesia in 2008
- member of the Boards of Directors of the National Association for Gifted Children, The Association for the Gifted (an affiliate of the Council for Exceptional Children), and the Kentucky Association for Gifted Education
- recipient of the first NAGC David Belin Advocacy Award, in 2001

Vision for the Future of the WCGTC

The World Council for Gifted and Talented Children has the capacity to influence how countries around the globe provide positive and appropriate opportunities for children who are gifted and talented to reach their potential. One way to increase the influence of advocates for gifted children is to make strategies used by effective advocates a focus of the organization. A second point is to develop a core set of advocacy messages to

allow the organization to promote gifted education. A third important way to increase the visibility of the World Council is to initiate and maintain partnerships involving educators and students from various countries. Technology provides a viable way to maintain partnerships, though not the only way to do so. Of course, it is always important to keep doing the things that an organization does well; for the World Council, this includes hosting outstanding conferences and maintaining publications.

Sutherland, Margaret



What I am willing to do, if elected...

I believe that my background as a teacher and a lecturer in special education, alongside my work in the field of gifted education, offers opportunities for interconnectedness that will ensure that the needs of gifted children are centre stage across disciplines. I would bring valuable insights into education

in Scotland that could contribute to the international picture of gifted education.

I have many contacts across the globe, particularly in developing countries in Africa, that would contribute to meeting our aim of facilitating worldwide communication of information.

I believe that young people deserve the best possible education, wherever they may live, and, if elected, I would seek to ensure that high-quality, inclusive educational opportunities are offered to gifted and talented children across the globe.

Country of Residence: Scotland, UK

Academic Degree(s): DipEd, Jordanhill College of Education, Scotland; DipSEN, St Andrew's College of Education, Scotland; MEd, University of Glasgow, Scotland

Occupation: Lecturer in Additional Support for Learning, University of Glasgow; Project Leader, Scottish Network for Able Pupils

WCGTC Membership: since 2005

Past Contributions to the WCGTC

- member of the World Conference Steering Committee for the World Conference 2007
- presenter at the World Conference in Warwick 2007

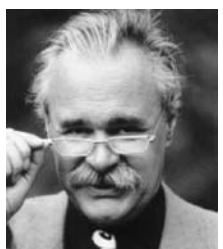
Relevant Qualifications and Experience

- project leader for the Scottish Network for Able Pupils (SNAP), the only group offering advice to the gifted community in Scotland
- organizer and host of national conferences for teachers
- author of articles in the field and of *Gifted and Talented in the Early Years: A practical guide for 3-5 year-olds* and *Developing the Gifted and Talented Young Learner*
- member of the editorial board of the Korean Educational Development Institute Journal of Educational Policy
- regular keynote conference speaker
- conducted courses, workshops, and seminars across the UK on gifted education
- invited to work with teachers, researchers, and students in Tanzania, Malawi, and Korea
- lecturer at the University of Glasgow in additional support needs (special education)
- 26 years teaching experience in mainstream primary schools, behavior support, and latterly in higher education

Vision for the Future of the WCGTC

I would like to contribute towards our Council as we seek to build on the worldwide reputation that already exists. I would like to see the WCGTC continue its commitment to being truly international by supporting voices from developing countries and marginalized groups in contributing to the global understanding of what it means to be gifted. I would like to see the WCGTC continue to build on links with the wider research community, thus offering opportunities for unique interdisciplinary research in the field. I believe such initiatives would further develop the existing work of the WCGTC and help us to generate further opportunities that would allow young people, regardless of culture or ethnicity, to contribute to and create a more just and equitable global society.

Urban, Klaus K.



What I am willing to do, if elected...

I am ready to take over any officer's position, to work constructively in the Bylaws Committee, to communicate in-depth with delegates, to help establish a World Council history collection and archivist position, and to help establish an immediate and

reliable communication culture with Headquarters and EC colleagues.

Country of Residence: Germany

Academic Degree(s): Dr. phil. and habil., University of Osnabrück and University of Hannover

Occupation: Professor of Psychology in Special Education, Leibniz University Hannover, Faculty of Humanities

WCGTC Membership: since 1979

Past Contributions to the WCGTC

- Executive Committee member 1979–1987, 1995–2005: Vice President 1985–1987; President-elect, 1997–2001; President 2001–2005
- delegate for Germany; organizing German delegates' elections
- chair of the Research Committee end of the 1980's
- co-organizer of the 5th World Conference in Hamburg, Germany, 1985
- keynote speaker at the Hong Kong World Conference, 1995
- member of Board of Reviewers of *Gifted and Talented International*

Relevant Qualifications and Experience

- in-depth knowledge of bylaws and policies, their amend-

ment procedures, and of standing orders

- experience in organizing, structuring, and leading national and international events, conferences, and meetings
- experience in formulating and negotiating contracts (Headquarters, world conference organizers, etc.)
- fluent in German and English

Vision for the Future of the WCGTC

My vision is for the WCGTC to increase markedly in memberships and in the number of affiliated organizations and to strengthen the Barbara Clark Scholarship Fund for supporting educators from emerging countries. It also includes developing a long-term editorship policy and plan. I would like to see the World Council achieve NGO-status with UNESCO and plan its world conferences far ahead, with worldwide keynote speaker representation.

Yoon, Chris



What I am willing to do, if elected...

I would like to contribute to the WCGTC in bringing more new members into the organization by continuously offering professional development programs for teachers from various countries.

Country of Residence: USA

Academic Degree(s): PhD Purdue University

Occupation: Professor, Azusa Pacific University

WCGTC Membership: since 1997

Past Contributions to the WCGTC

- organized and taught in a summer teacher-training program for 53 Korean teachers in gifted education, providing 60 hours of training in gifted education at California State University, in collaboration with the WCGTC (2003–2004), resulting in bringing 53 new members to the WCGTC
- organized and sponsored, with Dr. Den-Mo Tsai, the first WCGTC sponsored international science camp for gifted students from three different countries, January 2006
- proposed to the WCGTC the establishment of a WCGTC Korea Office and, upon its acceptance in 2006, organized a WCGTC Korea Office opening and symposium; Co-Director of the Korea center since its inception
- currently in the process of organizing a teacher training program for the teachers from Asian countries at the 2009 Vancouver WCGTC Conference, bringing an additional 35 new members to the WCGTC and nearly \$10,000 in registration fees

Relevant Qualifications and Experience

- PhD in Gifted Education from Purdue University, under the guidance of Drs. John Feldhusen and Sidney Moon, after having studied under Dr. Barbara Clark in his MA program
- over 15 years of experience in gifted education as a teacher, educational consultant, school administrator, and university professor
- Gifted Education consultant for Norwalk/La Mirada Unified School District in California (1997–1999), assisting in starting a new district-wide gifted program
- a founder and director of Biola Center for Gifted and Talented Education at Biola University, La Mirada, CA from 1997–2000 and developer and supervisor of Saturday enrichment programs for local gifted K–8 students
- director of a community club for the gifted, called, “The 5 Percent Club,” based in Los Angeles and Orange counties in California and developed various gifted enrichment programs and teacher and parent workshops

Vision for the Future of the WCGTC

My vision is to support the WCGTC becoming a global organization by helping the member countries to open regional offices (such as WCGTC Korea office), so researchers, teachers, and parents can easily have access to valuable resources. These regional offices can also develop programs for students and teachers from local areas. Another vision is to work collaboratively on the behalf of WCGTC to establish gifted educational programs for teachers and students from socio-economically disadvantaged countries.

DELEGATE DISCOURSE



Australia

Planning is underway by the Victorian Association for Gifted and Talented Children for the “Continuing Conversations—A Conference about Differentiation for Gifted Students,” August 12–13, 2009. Carol Ann Tomlinson and other invited speakers will be presenting.

In Australia, the academic school year begins, generally, in late January or in February. Beginning in 2009, all Monash University undergraduate students in the Education Faculty will be able to study gifted education as an elective at the Clayton and Gippsland campuses, as well as off-campus.

In November, the Methodist Ladies College hosted a writing day for the da Vinci Decathlon, a national challenge for gifted students. Teachers from a number of Victorian schools joined together with the Victorian state and national conveners of the competition to design tasks in ten challenge areas: Mathematics, English, Science, Code Breaking, Engineering, Forensic Sleuths, Creative Producers, Art and Poetry, Games of Strategy, and General Knowledge. The tasks are exciting and challenging, with a particular emphasis placed on higher-order thinking skills. Schools select students in teams of eight who are able to complement each other in the various disciplines. The state winners then compete in a national, final run in September each year in Sydney, at Knox Grammar School.

Gifted and talented education in Western Australia has experienced another busy year in 2008. A restructuring within the Department of Education and Training has seen an increased allocation of personnel and resources to the Gifted and Talented branch, thus allowing a greater diversity of support to gifted programs and teachers. The transformation of the two selected schools—Perth Modern School and John Curtin College of the Arts—continues to progress as applications continue to rise. Robyn Cleaver, Principal Consultant with the Gifted

and Talented Branch of the Western Australian Department of Education and Training, has been awarded a prestigious Churchill Fellowship to investigate programs in the USA and Canada relating to best practice in provision for academically gifted and talented rural students.

Sue Knopfmacher, Leonie Kronborg, and Margaret Plunkett



Austria

In September 2008, a newly founded task force (Begabungsforschung und Begabtenförderung) for gifted education and research, with representatives from the Ministry for Education, Arts and Culture, the Ministry of Science and Research, and the Austrian Research and Support Centre for the Gifted and Talented, convened for the first time. The objective of the task force is to develop national strategies for gifted education and to implement, systematically, support and research in kindergarten, school, university, and in other educational institutions.

The sixth international conference of the Austrian Research and Support Centre for the Gifted and Talented, one of the biggest conferences on gifted education in the German-speaking countries, took place in Salzburg, November 6th to 8th, 2008. The conference—“Begabt–Begabend–Verausgabt?”—presented the various challenges for teachers of the gifted, the numerous roles of teachers, the importance of personality and professionalism, school improvement, and students’ expectations regarding their teachers. One section dealt with gifted education within the community and providing models of co-operation between gifted and talented programs and business corporations (e.g., Shell and Siemens), communities (e.g., Düsseldorf), and organizations. Among the over 600 participants were many Austrian, German, and Swiss presenters, along with two

American researchers, namely, Joseph S. Renzulli (University of Connecticut) and James H. Stronge (College of William and Mary, Virginia).

Claudia Resch, for the Austrian delegates



Mexico

Mexico offers many different kinds of interventions to implement gifted and talented programming. A proposal from the public educational system, Secretaria de Educacion Publica (SEP) has as its objective the identification of gifted and talented children and the implementation of enrichment programs in all public schools. With a model based on that of Renzulli, children from the entire country are to be reached, even though the states have jurisdiction over such programming. The Coordinator for this Special Education Enrichment Program (DF) is Gabriela Tamez.

Some of the most advanced programs exist in Sinaloa with the ASES Program, directed by Marina Payán in Chihuahua and Pedro Cvarrubias in Guanajuato, among others.

The Identification and Detection of Talented and Gifted Children Program (IDDENT), conducted by Ana Azuela, provides program implementation, based on the Renzulli method, for the large number of private schools. Identification services are also provided to countries in Latin America, such as Ecuador and Costa Rica.

Extracurricular enrichment activities in science, astronomy, arts, and culture are offered in collaboration various institutions and organizations, such as museums and universities, throughout the country. A special program, CIPAE, created and patented by Dr. Luis Benavides from Puebla, allows gifted children to learn five languages at the same time. IDDENT’s cooperative work with the Summer Institute for the Gifted (SIG) and Barbara Swincord provides Mexican and Latin America children with the pos-

sibility of participating in an enrichment program in the best universities in the United States.

A proposal has been presented to The Universidad Tecnológica de Estudios Superiores de Monterrey (ITESM) to develop investigations and research studies in gifted education to provide relevant information on specific educational needs.

Other activities that have been undertaken are conducting a conference on gifted education, gathering statistical data on gifted populations in the private schools, forming a network of professionals involved in various interest areas, training for teachers and school directors, establishing connections with universities and educational institutions and promoting research on the gifted and talented topics, and fostering relationships with some important international organizations dedicated to bring mutual benefits to the gifted and talented of Latin America, among them Argentina, Chile, Costa Rica, Guatemala, Singapore, Canada, United States, New Zealand, and Romania.

In addressing issues regarding emotional and psychological matters, IDDENT works with two organizations, namely, Supporting Emotional Needs of the Gifted (SENG) in the United States and Sociedad Psicoanalitica de Mexico.

Ana Azuela



A rapid increase in interest in education for gifted students in Turkey in the last a few years is evidenced by the increase in the number of organizations and events currently being held on the national scale. Four years after the First National Conference on Giftedness, the Second National Conference will be held in Eskisehir, March 25th to 27th, 2009. It is being organized by the Education Programs for Talented Youth (EPTY) and sponsored by Anadolu University. Approximately two hundred participants will be in attendance to hear over one hundred presentations of papers and addresses. The Conference Chair is Dr. Ugur Sak, Associate Professor and Director of the Division of Gifted Education and the Founding Director of the Education Programs for Talented Youth at Anadolu University.

As 2009 is World Astronomy Year, The Tev Inanc Turkes High School for Gifted Students, under the principalship of Dr. Azmi Ozkardes, and Beyazit Primary School at Istanbul University will be collaborating in the organization of a series of astronomy workshops and seminars for gifted students of the Beyazit Primary School. The first event of the series will take place on April 15th and 16th. The other workshops will be in the areas of creative skills, including art and music.

Ugur Sak and Azmi Ozkardes

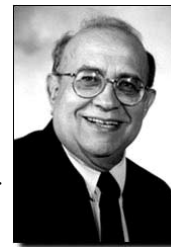
Attention, All Delegates

This is a reminder for you to keep your membership status current. Failure to do so will result in your not being able to vote in the upcoming Presidential and Executive Committee elections and not being able to participate in the Delegates' Assembly in Vancouver. The deadline for registering for participation in the Delegates' Assembly was January 1, 2009.

At least one delegate from each member country is expected to attend the Biennial Conference in Vancouver.

The Annual Delegates' Reports are due May 31, 2009.

A View of the VIEW



Dr. Donald Treffinger, President of the Center for Creative Learning, Inc., located in Sarasota, Florida, and editor of Parenting for High Potential magazine, visited the University of Winnipeg in October to facilitate a two-day workshop focusing on creativity and problem solving in education.

Participants in the workshop involved University employees from various departments, including the Faculty of Education, the Collegiate, and the Aboriginal Student Services Centre, as well as representatives from Winnipeg and surrounding area school divisions.

Each participant had completed VIEW—a tool designed to assess individual problem solving styles—in advance of the session. All participants were presented with their unique, individual VIEW results that identified their personal inclination towards the three main dimensions of VIEW: Orientation to Change, Manner of Processing, and Ways of Deciding.

Dr. Treffinger explained the importance of understanding one's own learning and problem solving styles, as well as acknowledging and accepting the styles of others in order to create positive and successful working environments by drawing on the strengths of each individual.

Several group activities made for an engaging experience in which techniques and tools, useful and dynamic from the classroom to the boardroom, were learned and explored.

Before leaving "Winter-peg" to return to his Sarasota home in the Sunshine State, Dr. Treffinger facilitated a professional development seminar organized by the Manitoba Federation of Independent Schools.

*Kari McCluskey, Program Liaison Officer
University of Winnipeg ACCESS Program*



18th World Conference on Gifted and Talented Children

THE SHERATON VANCOUVER WALL CENTRE HOTEL
AUGUST 3-7, 2009 • VANCOUVER, CANADA

Keynote speakers

Hundreds of presentations

Workshops

Symposia

Pre-conference speakers

Opening ceremonies

Opening reception

Gala banquet

Banquet speaker NBC's Dean McFlicker

Le-la-la Dancers

Jazz ensemble

Professional musical entertainment

Gifted child performers

IT support

Publishers' Exhibition

Publisher's Keynote

Affiliates' tables

Latest research

Selected Papers Publication

Participation and presenter certificates

Spectacular Vancouver location

First-rate hotel and conference site

Online program

Delegates' Assembly

General Assembly

Unlimited sightseeing

and vacationing opportunities

Sunset cruise

Youth Summit

Youth speaker Simon Jackson

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 ¹	\$40	\$40	\$40
Banquet Ticket ²	\$80	\$80	\$80
Sunset Cruise ³	\$75	\$75	\$75

- 1 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.
- 2 The conference banquet is not included in the registration fee. Conference participants may purchase tickets for themselves and partners.
- 3 Sunset Cruise tickets are subject to availability.

Important Dates

March 30, 2009 or sooner	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

WCGTC Draw Winners!

Headquarters is pleased to announce and congratulate the five fortunate winners of the WCGTC draw, at the NAGC Conference in Tampa, for a \$100 discounted registration fee for the Biennial World Conference in Vancouver. They are Beverly Horn, Florida; Mary Wells, Florida; Natalie Chong Tai, Ontario, Canada; Jennifer Barr, Colorado; and Shirley Lindburg, Montana. All winners have been notified, and we look forward to seeing them in Vancouver.

Encouraging Academic Excellence: How Do We Do It?

Education, not unlike many other professions, is a field that generates strong emotions in the general public. Even for those who do not have children in public schools, education policies, practices, and budgets are capable of inspiring both resistance and opposition. Oftentimes, this phenomenon is intensified for parents with children who are directly affected by these educational components. This is not always a bad thing. Because of changing social demands and public outcry, schools have become more welcoming—inclusive—for physically and mentally disabled students. Because of public interest, many outdated curriculum items have been replaced with more sensitive, more accurate, and more constructive outcomes. Education systems have grown, evolved, and improved under public scrutiny.

One area that has not always fared as well in public opinion is enrichment and gifted education. As a series of provisions for a select few, enrichment has withstood the test of time; however, as a category of special education, giftedness has not gained a strong footing in many school systems. Since the parents of gifted students are small in number, and often poorly supported, and since those individuals philosophically opposed to gifted programming are often vocal, students with high-performing learning needs are marginalized, forgotten, or simply ignored.

It was most interesting to hear from a

parent who, being so perplexed by a seeming lack of interest in her child's learning needs, began to search for root causes and conditions. Tatjana Brkic's presentation in a public forum of the World Council for Gifted and Talented Children (WCGTC), headquartered at the University of Winnipeg, followed the research of a mother who needed to find an answer to the question, "Why does service end with those performing at expectations?" Those in attendance—parents, Faculty Members, Education students, school trustees, and superintendents—at this special presentation, coordinated by WCGTC Executive Administrator, Cathrine Froese Klassen, were shown data Brkic had collected, showing numbers of Manitoba elementary students who were performing below, near, or at expectations in the provincial standards assessment. No category existed for those youngsters performing above expectations, those students once referred to as gifted or talented.

Of course, these data do not reflect every situation. Individual divisions and schools within the province employ their own criteria for evaluation, some allowing for categories like "above expectation," or the nebulous, non-committal phrase "extending" learning outcomes. Outside of the standard International Baccalaureate or Advanced Placement programs, inconsistent provisions are made for those students who have sur-

passed their peers in curriculum performance—those students at the high-end of the special needs continuum. This reality was made even more cutting when Brkic related that in her country of origin, Yugoslavia, where efforts to rebuild infrastructure and basic services are made possible only through foreign aid, their schools still promote students performing above expectations to be appropriately accommodated in schools.

National and international academic achievement measures revealed, however, that other provinces were better able to provide services for students who were cognitively asynchronous with their peers. School systems in other provincial jurisdictions recognized that the learning continuum, including special needs, did not end with "average" and was not entirely focused on academic or learning deficiencies.

Recognizing that as citizens with universal values we would not seek to marginalize another based upon his or her natural ability, we are obligated to support all of our students, including those who are performing at a level above expectations. This value-based commitment, systemically present in other provinces, requires a measure of humility and maturity and reflects the moral obligation of a society blessed with tremendous privilege and opportunity.

*Kevin Lamoureux
Instructor, University of Winnipeg
Alternate Delegate, Canada*

Tatjana Brkic holds a Master's degree in Business Administration from Dalhousie University and a Bachelor's Degree in Mechanical Engineering from the Universities of Belgrade and Sarajevo. Her experience includes research positions with the International Institute for Sustainable Development, Industry Canada, as well as strategic planning and consulting for MTS and VW. An educator herself, Tatjana is the International Business program advisor and a faculty member of the Applied Commerce and Management Education Department at Red River College.





IMPORTANT DEADLINES

I. EC Nominations and Elections

Membership status for voting eligibility:
February 13, 2009

Elections: March 15–30, 2009

II. Delegates

Delegates' Annual Report: May 31, 2009

III. Awards Nominations

Nominations: February 28, 2009

IV. Newsletter *World Gifted*

Second 2009 issue: April 16, 2009

Third 2009 issue: September 3, 2009

First 2010 issue: December 10, 2009

V. *Journal Gifted and Talented International*

Submissions: anytime

VI. Biennial Conference

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

REMINDER! WCGTC AWARDS

The November 2008 newsletter contained the details of the various awards that the Executive Committee of the World Council presents to deserving individuals at the WCGTC biennial conference. The awards are granted in four different areas of recognition: research, creativity, leadership, and distinguished service. Applications for these awards are submitted to Headquarters. The Awards and Scholarship Committee assumes the responsibility for the selecting the recipients.

Nominations are still accepted for the awards listed below.

I. The World Council Distinguished Service Award

II. The International Creativity Award

III. The International Award for Research

IV. The A. Harry Passow International Award for Leadership in Gifted Education

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).
- to Headquarters by or on February 28, 2009.

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

Cathrine Froese Klassen

World Gifted, January 2008

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Cathrine Froese Klassen

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:

April 16, 2009 for the second edition 2009

September 3, 2009 for the third edition 2009

December 10, 2009 for the first edition of 2010



Gifted and Talented

International

Gifted and Talented International, Volume 23, Number 2 will be posted in the near future. A notice will be posted on our website.

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

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Calendar of Upcoming Events

February 13–15, 2009

47th Annual CAG Conference

Anaheim, California

Theme: Creativity–The Fuel of the Future

<http://cagifted.org>

March 25–27, 2009

The Second National Conference on Giftedness

Eskisehir, Turkey

August 3–7, 2009

18th WCGTC Biennial World Conference

Theme: Promoting the Dream

Vancouver, British Columbia, Canada

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

August 12–13, 2009

Victorian Association for Gifted and Talented Children Conference

Theme: Continuing Conversations – A Conference About Differentiation for Gifted Students

Melbourne, Australia

www.vagtc.asn.au

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>