



WorldGifted

Newsletter of the World Council for Gifted and Talented Children

www.world-gifted.org

The 18th Conference: A Stellar Success



United and reunited at the Opening Reception

Subsequent to the conclusion on August 7th, commendations and reports of the conference have been received at Headquarters continuously. The essence of the consistent response is caught in remarks of the following kind:

"Thanks for a great conference - best organized World Conference ever! CONGRATULATIONS..."

"Everything was perfect."

"This was my first World Conference for Gifted and Talented Children and I hope to come again. Meanwhile, I will share the conference with my colleagues....Once again, thank you for the gracious and inviting way you handled each item pertaining to the conference. It was much appreciated."

"Just dropping a line to say thank you for a wonderful experience at the conference and for being patient with our application that has gone through ups and downs and was almost being cancelled."

"This is a perfect moment for thanking you also for the unparalleled design, structure, and management of the 18th World Conference."

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A Message from the President

Taisir Subhi Yamin

I am honored to be in the position of President of the WCGTC and am eager to begin working with the members of the new Executive Committee towards increasing the opportunities that the World Council has to offer its members across the world. I have concluded three terms as a member of the Executive Committee. This experience has provided me with an outstanding opportunity to work with a large number of scholars and international institutions, and I have intentionally chosen to invest in this organization.

Gifted education is booming in different countries. It is a reflection of the growing interest in giftedness, creativity and innovation, talent development, excellence in education, and expertise. Investment in gifted education becomes a must for all nations, but such investment requires well-developed programs that concentrate on promoting productive thinking skills, emphasize future problem solving, employ effective differentiation processes, provide high-quality provisions, administer different types of evaluation, and build self-confidence.

In order to achieve our ultimate goals, we need highly qualified and competent teachers who are willing to serve gifted and talented children with high-quality programs that are designed to meet the special needs of these children. To do so, we have to invest more in educational technology. In the digital world, we are moving towards mobile teaching and virtual learning environments. Investment in

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Executive Administrator's Message



The dual responsibilities of operating Headquarters and organizing the Biennial Conference created a blurring of the lines between the two roles, as each had an impact on the other during the past year. The ever-increasing conference work and harrowing deadlines forced me to concede that it would not be possible to create a May newsletter. Even now, the post-conference activity has made it difficult to devote the hours needed to produce the current edition.

Amidst the flurry of proposal submissions for the conference in January, I was occupied with the preparations for the Presidential and Executive Committee elections. We had an unprecedented percentage of members voting in the two elections, which was conducted electronically for the first time. Not only did this method require careful scrutiny of voter eligibility, but also a verification of all e-mail addresses. Every bounced e-mail was followed-up, and no one was disenfranchised. For more detailed information, please, refer to the article in this newsletter and to the report posted on our website.

Dr. Eleoussa Polyzoi and I managed to fit in late evening and weekend hours (even long-distance from Greece) to complete the editing of the selected papers from the 2007 Biennial Conference. The publication, entitled *Reaching Gifted and Talented Children: Global Initiatives*, was produced in CD form for distribution in the conference bags at the Vancouver Conference. Since then, after compiling the address list and printing various required labels, we have mailed out the CD to all of the individuals who were at the 2007 Conference and did not attend the 2009 Conference.

In the meantime, I received the bid for the 2011 Conference from the Korean Society for the Gifted, which was, subsequently, approved by the Executive Committee. The planning is underway, and we look forward to the next conference that will be taking place at the new campus of Incheon University, Seoul, Korea, August 8th to 12th.

Since mid-August, in addition to dealing with the residual conference business in the aftermath, I have spent time on the Headquarters' business that had been pre-empted by the confer-

ence responsibilities. All in all, that has made for a hectic couple of months.

I am most pleased to announce that Education Dean, Dr. Ken McCluskey and Phil Baker, Director of the ACCESS Program at the University of Winnipeg, have, once again, generously supported the office of the World Council

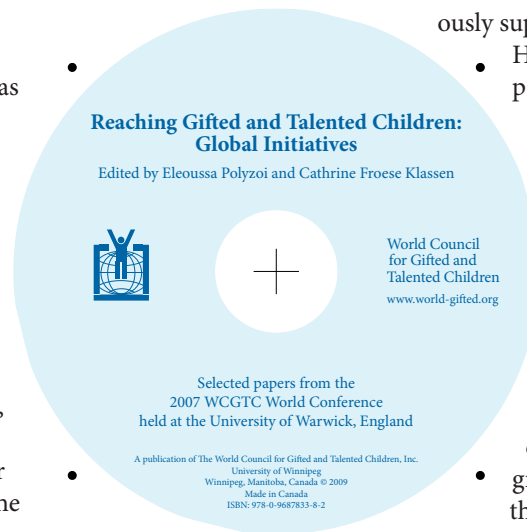
Headquarters and are funding the part-time position of office assistant in the person of Morna Christian, whom many of you had occasion to meet at the Conference. She comes to us with a wide range of skills, having worked as a church and college executive secretary, a legal secretary, and a university registrar. Her assistance is invaluable.

I was also furnished with a new computer in April, thanks to Dean McCluskey. This also meant that my assistant's computer could be retired, making for greater efficiency at both desks. In addition, the University of Winnipeg converted to a new, networked printing system throughout the campus, which resulted in Headquarters acquiring a new printer, much to our delight.

All the while, the "invisible" work in the office continues and is often the most time-consuming, with tasks such as filing income taxes, renewing web domains, executing the annual corporate registrations, as well as re-organizing the office and the records, archiving documents, dealing with parental requests, managing our World Council library, and continuously being engaged in networking and information gathering for the grassroots operations of the business.

In this issue of the newsletter, you will be able to experience—or re-experience—the recent conference, meet the new members of the Executive Committee, become personally acquainted with one of the child performers at the conference, read about a parent's struggle in seeking provision for her gifted child, find out about upcoming conferences, and learn about what is happening in gifted education around the world.

Cathrine Froese Klassen
WCGTC Executive Administrator



Message from the President continued

educational technology will enable us to improve the quality of education, extend gifted programs, bridge different cultures and civilizations, and foster creative productivity.

Gifted education is, indeed, the way of the future and requires sufficient resources. It is our joint task to struggle to obtain the allocation of these means, both structural and financial. The WCGTC will facilitate and encourage the use of national and international standards to develop, implement, foster, and evaluate different types of special provisions designed to meet the different special needs of the gifted and talented.

As President, I will work with educational systems and will employ advanced international expertise to facilitate building gifted programs around the world. We will work to enhance the Council's efforts to provide more pathways and horizons for research and practice. We will need to work hard to help influence educational systems and public attitudes and beliefs about gifted education in order to reach our goal of allocating more resources and programs for the gifted and talented. I strongly believe in the importance of gifted education. We are, certainly, part of a potential support system for general education.

As our Conference comes to an end, I have the honor and pleasure of thanking my friends and colleagues who have served the WCGTC for several years in their terms of office. My warmest thanks go to Den-Mo Tsai for his contributions as a member of the Executive Committee and the President of the Council. Many thanks also go to Sandra Kaplan for her contribution. I would also like to express my gratitude to the members of the Headquarters Conference Committee for their splendid commitment and professionalism in the different stages of this exceptional event, particularly, to Conference Chairperson, Cathrine Froese Klassen; Registration Chairperson, Dr. Stephen Klassen; and Program Chairperson, Dr. Edna McMillan.

We greatly appreciate the University of Winnipeg for hosting the Headquarters of the WCGTC and for providing financial support. Thanks also go to the International Centre for Innovation in Education (ICIE) for sponsoring the WCGTC journal, *Gifted and Talented International* (GTI).

In my capacity as the new President of the WCGTC, I thank each one of you for your continuing support. I am honored to lead this international organization and pledge to you that I will serve it with high motivation, commitment, and responsibility.*

**Abridged version of the speech delivered at the Closing Ceremony at the 18th Biennial World Conference in Vancouver*

The 18th Conference continued



Some registration volunteers (Front) Sarah Dietrich, Diane Minion, Kailey Ng (Back) Susan Dueck, Annette Greene, Carrie Minion, Mikayla Greene



Technicians: Sheldon Kehler, Mark Dueck, Sina Shahandeh, and Ben Dueck (Chief Technician)



Front-line Registration Managers: Annette Greene and Morna Christian



Eight-year-old vocalist, Hannah McKinley Brandon, singing "Somewhere over the Rainbow"

devoted service to the WCGTC. Besides the young vocalist, other entertainers included twelve-year-old flautist, Zachary Kellogg (Washington state), accompanied by his father, and world-class violinist, Rosemary Siemens (Vancouver), accompanied by pianist Victoria Goman (Uzbekistan). To the surprise and amazement of the audience, Rosemary and Zachary improvised two selections, never having played together before. The Le-la-la Dancers from Vancouver Island, led by George Taylor, provided not only a glimpse into the culture of the Kwakwaka'wakw nation, but also a mes-

The many months of conference preparations at Headquarters culminated in our having 30 boxes of prepared conference products delivered to Vancouver, where, on Sunday, a hand-picked group of volunteers, including our top-level technicians, joined in to stuff the bags. Setting up the registration early Monday morning was simplified by our having generated all the badge inserts and readied the badges in Winnipeg. On the front lines were my two office assistants—Annette Greene and Morna Christian—photographer, Allan Appel, and chief technician, Ben Dueck. From the singing of the Canadian national anthem, "O Canada," by eight-year-old Hannah McKinley Brandon, at the Opening Ceremony to the speech delivered by her ten-year-old sister, Shane, at the Closing Ceremony, the participants of the WCGTC 18th Biennial Conference were treated to a first-class event at the Sheraton Wall Centre Hotel in Vancouver, British Columbia.

The Opening Ceremony was replete with formality and fanfare. Greetings were brought by Geoff Meggs, Deputy Mayor of Vancouver, and Dean Ken McCluskey of The University of Winnipeg, who also received the International Creativity Award. Edna McMillan was awarded the Distinguished Service Award for her many years of



Flautist Zachary Kellogg and violinist Rosemary Siemens

Pearson—our Platinum sponsor—and a host of exhibitors, among them many of our affiliates, were promoting their products and benefits of membership. *Jamnation*, a group of instrumentalists comprised primarily of UBC students, jazzed up the evening as old acquaintances were renewed and new ones were made, while the Sheraton served a lavish array of hors d'oeuvres



The Le-La-La Dancers, with George Taylor (second from the right)

and Maritimes, from salmon and wild mushrooms to cassalette and clam chowder.

The Conference, in a spacious, well-appointed venue, began with significant pre-conference sessions, conducted by specialists noted in their field: Dr. Ken McCluskey on ADHD, Dr. Don Treffinger on creative problem solving, Dr. Lynn Berresford and Rose Blackett on assessment, and Dr. Daria Danylchuk on the transition program at the University of British Columbia. Featured keynote addresses drew wide appeal and interest. Dr. Joe Renzulli redefined the role of gifted education for the 21st century, highlighting the implications (sometimes uneasy) of technological advances and their impact on programming and service delivery. A joint keynote by Drs. McCluskey and Treffinger demonstrated how creative problem solving can be used to empower students, especially at-risk students. Dr. Jack Naglieri, a researcher and prolific developer and author of assessment instruments, dispelled many myths about



Dr. Ken McCluskey and daughter Amber, with guest speaker, Dean McFlicker, at the banquet

sage revealing their values, through which the gap between and among cultures was quickly bridged.

The reception followed in the exhibit area, where

representing four different regions of Canada, from the west coast and the prairies to the eastern French

assessment and the identification of the gifted as he exposed how non-verbal testing can serve as a reliable tool, particularly as it can cross cultural and linguistic barriers. Dr. Lannie Kanevsky applied Vygotsky's zone of proximal development theory to differentiating learning experiences for gifted learners. Canadian artist and naturalist, Robert Bateman, advanced the importance of exposing children to the natural world to improve their learning opportunities. These sessions provided the foundation for some



Biennial Conference Chairperson, Cathrine Froese Klassen



Dr. Den-Mo Tsai presenting the President's Award to Dr. Stephen Klassen, Registration Chair and IT and Website Manager

dancer, choreographer, producer, and director, he shared seven creatively composed and illustrated lessons that he had learned in Hollywood and showed how these lessons can be applied



Ten-year-old Shane McKinley Brandon, delivering her address at the Closing Ceremony

Klassen, and to the Registration Chairperson, Dr. Stephen Klassen (University of Winnipeg). Dr. Tsai also recognized key conference support personnel and, as his final act of duty, trans-

ation for some 380 presentations covering all the major themes in gifted education.

Many participants took advantage of the evening entertainment. On Wednesday night, two hundred attendees cruised the Vancouver harbour as the sun set over the waters—an experience that supplied nourishment and relaxation for body and soul. The gala dinner the next evening offered exquisite west-coast cuisine and a fastidious and engaging presentation by a young NBC Vice-President, Dean McFlicker. A gifted

to the nurturing and educating of gifted and talented children.

The Closing Ceremony included outgoing President, Dr. Den-Mo Tsai, awarding the President's Award to the Conference Chairperson, Cathrine Froese



ferred his office to the incoming President, Dr. Taisir Subhi Yamin, who then delivered his succession address.

The conscientious effort to include gifted children in the conference was not to be overlooked in the closing. First, in dramatic fashion, the already mentioned child guest speaker, Shane, presented her view on how to teach a child perfectly—and it does not involve sitting in a desk. Second, eighteen-

year-old autistic artist and musician, Leland Lee, who will be featured in a documentary film on autistic prodigies next April, was acknowledged for his art exhibit, "Of Moose and Men," on display throughout the conference. He stood as the quintessence of what has been heralded as the modern-day message in gifted education—to have *all* gifted and talented children reach their full potential.

The feedback on the World Conference has been exceptionally positive, in terms of both its organization and the program. A number of participants from various areas of the world—from Africa to Scandinavia—have already indicated how their attendance and participation in this event have provided new and productive opportunities for networking and even for productive political involvement at home.

For individuals, such as Prof. Humphrey Oborah, the experience has made it possible for him to influence policy-making and program delivery in a progressive and constructive way (See p. 8). For young Leland Lee, it presented new opportunities with the commissioning of an art collection at a new music school in Vancouver. Reports like this attest to the fact that we, as members of the World Council, are, indeed, working in a meaningful and beneficial way to accomplish our mission, and we must continue to strive in this direction as we prepare for the 2011 conference in Seoul, Korea.

Cathrine Froese Klassen
Biennial Conference Chairperson

WCGTC Conference 2011



Professor Kyungbin Park

It is customary for the succeeding conference site to be announced at the Closing Ceremony of its preceding conference, and this was the case in Vancouver this past August. The announcement was made by Public Affairs Committee Chairperson, Professor Kyungbin Park of Kyungwon University. Also accompanying her was Dr. Sukun Jin of Konkuk University.

Please, note the particulars and begin to plan early to attend:

Date: August 8 – 12, 2011

Place: Seoul, Korea

Conference Venue: Convention Center, Incheon University

Accommodation: Sheraton Incheon Hotel (main conference hotel, five-minute walk to the venue) and the University dormitory

Reports of the Scholarship Recipients

Fatma Can

*Teacher of English, The Ankara Science and Arts Centre
Ankara, TURKEY*

The wish of former WCGTC President, Dr. Den-Mo Tsai, to “promote the dream of a teacher from far away” was foretelling. My adventure began in June 2008 when I noticed information about the Barbara Clark Scholarship on the WCGTC official website. I asked myself, “Why not?” as I always do while teaching my students. I knew of the World Council and its biennial conferences, which serve as a unique gathering of organizations and people in the gifted and talented field. Participation in the coming 18th Biennial Conference in Vancouver would take me from my home country of Turkey to Canada and would introduce me to new perspectives and fresh relationships for any project or study in the field. As well, I could introduce Turkish gifted and talented studies to the world. I took my chance, applied, and forgot all about it.

When I was informed by an e-mail that I had been selected to receive the scholarship in December 2008, I did not know Cathrine Froese Klassen or her colleagues. This great team made me a member of this global event, organizing all details of my stay in Vancouver for the Conference.

The Conference exemplified the title of “world,” hosting researchers, academics, students, parents, and gifted children from remote parts of the globe. Meeting nationals of my country’s neighbour, Iran, and the participants from Ukraine, Australia, Korea, the United Kingdom, New Zealand, Mexico, Trinidad, and Tobago, and many more places, proved the convergence effect of WCGTC to me. I was fortunate to talk about my Centre and my country with all these people at the exhibition booths in the mornings. I could also exchange ideas during the coffee breaks. (By the way, I really like the way Canadians bake!)

The 18th Biennial Conference covered ten main streams, addressing the interests of participants with diverse backgrounds and conditions in their gifted education studies. Sometimes I had to reduce the number of paper presentations, workshops, seminars, and keynote speakers I had marked to attend; however, the ones I could attend fascinated me with their enriching and sharing quality. While I was taking notes of sample activities for my students in a session, I could also listen to the academics in another session to share their fresh ideas in detail with my colleagues in my country. One of the keynote speakers, Dr. Jack A. Naglieri, caught my attention on the significance of the identification strategies beyond cultural and linguistic limits in his speech on nonverbal ability tests. Dr. Ken McCluskey was another speaker who extended my perspective on creative problem solving and talent development.

The opening ceremony was a festive meeting of gifted and talented children with the participants. They captivated the audience with their wonderful performances. Some part of the closing ceremony was organized to remind us of the serious



Fatma Can at the Ankara BİLSEM booth

responsibility not to prune gifted and talented children, but to understand and encourage them, primarily for their own well-being. As a teacher, the little lady’s speech deeply impressed me.

My final words are dedicated to the organizers of my Vancouver adventure. I would like to thank each member of the Executive Committee for awarding to me the Barbara Clark Scholarship. In my opinion, offering such a scholarship is a concrete advocacy of the WCGTC for our gifted children worldwide. I will be following the next steps of the Council with interest.

I also want to extend my thanks and satisfaction to the Conference Committee for carrying out such a comprehensive event successfully and with great dedication. The Sheraton Vancouver Wall Centre Hotel staff was so kind and helpful, as were the Vancouver residents. My highest appreciation is for Cathrine Froese Klassen and Dr. Stephen Klassen, for organizing all details of my adventure from the very beginning until the end. Hats off to them!

Finally, I would like to thank my colleague, Mr. Onur Agaoglu, for his valued support during the travel, the stay and the conference in this unforgettable Vancouver adventure.

Fatma’s Conference Presentation

Cognitive Clues of Giftedness in Foreign Language Study

Linguistic abilities are also the manifestations of cognitive abilities. Foreign language study with the gifted can be considered as a means for catching further clues of giftedness or specific abilities, as well as fostering prior clues. This study aims to present a set of cognitive clues that can be obtained from foreign language study (mainly English) with gifted children. Specifying different learning and thinking strategies within foreign language study with the gifted, a number of cognitive clues are considered, such as analytical thinking, abstraction, and conversational inferences. How these clues are handled with regard to identification of specific cognitive abilities is discussed and the significance of linguistic research related to giftedness is highlighted.



David Ryan

Queen's University, Belfast, Ireland

My exposure to the 18th Biennial World Council for Gifted and Talented Children Conference in Vancouver started some two years ago at the conference held in Warwick. I was attracted to the publicity booth for Vancouver and was amazed at the setting of the city and the reported friendliness of the Canadian people. Since that time, I have carried a Canadian flag sticker on my briefcase as a reminder that I had resolved to visit Vancouver.

The receiving of a Barbara Clark Scholarship made my attendance at the Conference possible, as assistance was offered with the travel costs. The reported friendliness was in evidence from the time I set foot on an Air Canada flight. The landing in Vancouver provided an amazing vista from the aircraft.

Working in the field of gifted and talented education, I have come to appreciate that the community of converts to the concept is relatively small on the world scale and, for this reason, it was wonderful to meet people whom I gotten to know at previous conferences and from far-flung places, as well as getting to know new people. Tribute should be paid to the way in which the community of gifted educators offers support to each other, as well as assistance in the development of relative newcomers, such as me. One way in which this was witnessed was in Warwick when a colleague from Australia asked me if I had published any material, suggesting that "...if I wrote the way I spoke, it would make for interesting reading." This statement proved to be

an inspiration and, when we met again, it was good to be able to report that I had published four journal articles.

I found the Conference to be interesting, given the nature of the debate and discussion which took place during sessions and social times. One of the problems of coming from a very small place (Northern Ireland has only 1.7 million people) is that one is inclined to think that the local experience is the way the world works. It is only with a wider perspective, gained through attendance at world conferences, that one is able to rationalize and appreciate that differing perspectives on the same phenomena can result in vastly different interpretations which, in turn, enable one to reflect critically on better ways of understanding gifted and talented education. One of the feelings I took away was that, in considering the lack of agreement on a wide range of aspects, I found myself asking the question whether, given the small nature of the gifted and talented educational community, more attempts should be made at conferences to seek to bring about convergence and to achieve greater consensus.

The social program at the Conference deserves a special mention, as one cannot easily forget what the Canadians refer to as "awesome" sights viewed on the cruise as the sea was bathed in red sunset and the lights came on in the downtown area.

There were a number of aspects of the Conference that provide added bonuses for attendees. The first of these was in meeting gifted students who had been identified for an accelerated transitions program at the University of British

Columbia. All the usual concerns about gifted students entering university early in terms of socialization were dispelled by speaking to the students themselves. They described this as not being a problem, as they were already used to campus life since their school was located on the campus. One of the challenges identified was that about 28 out of the 30 students appeared to be from Asian ethnic groups, compared with an Asian population in Vancouver of around 45%. This may be an area for my doctoral level research as, clearly, Asian families appear to value education highly and the students appear to be highly motivated. This compares unfavourably with the fact that, in inner city areas of Belfast, large numbers of families have become disengaged from education and face second and third generation unemployment.

The second area was in delivering my paper on developing a non-IQ based assessment tool for giftedness and being able to receive critical feedback through a summative questionnaire, which will now be used to develop the tool further.

Finally, the networking opportunities are second to none, as contacts were made across the world.

Critically, the Conference was a worthwhile experience, with my only concern being the high costs associated with accommodation. This may have limited attendance of participants from the developing world. This is something that I would encourage the organizers of future conferences to bear in mind when arranging accommodation and venues.

David's Conference Presentation

Using a Whole-Brain Learning Model to Assess Giftedness

Ryan, David. Queen's University, Belfast, Ireland

Within Northern Ireland (NI), it is only in recent years that developmental work has started in terms of gifted and talented education. One of the primary concerns of gifted and talented education, namely, how to identify gifted students, has posed dilemmas for educators in Northern Ireland because there are institutional limits on access to educational, psychological assessment to determine IQ. Additionally, given a number of issues concerning IQ, the author has sought to develop a straightforward assessment tool for giftedness, based on assessing characteristics of whole-brain learning and creativity. The presenter of this paper will provide the rationale and background to the assessment and report findings on the pilot phase of the tool for gifted and talented assessment.

Gifted and Talented Children Advocacy Hits Africa at Long Last

After many years of weak representation, there is hope that Gifted and Talented Education for Africa's children has a voice.

The World Council for Gifted and Talented Children (WCGTC) and The University of Winnipeg International Office are pleased to note a new and vigorous advocacy of their separate and distinct ideals in Africa.

The African Council for Gifted and Talented (ACfGT, The Millennium Learning Targets) has embarked on a very encouraging advocacy mission that involves the creation of The African Council for Gifted and Talented Secretariat office in Nairobi, Kenya.

In the recent elections held, Prof. Humphrey P. O. Oborah (Kenya), who is a member of WCGTC, was elected President of the African Council for Gifted and Talented (ACfGT) and mandated to spearhead the new developments in research and collaboration with the WCGTC, while creating a secretariat in all African countries. The following individuals were nominated as interim officials: Dr. Jean Mphosa (Mozambique), Vice President; Prof. Samuel Mafegere (Zambia), Secretary General; Dr. Trunashe Osman (Senegal), Deputy Secretary General; Prof. Kofi Limade (DR Congo), Treasurer; and Dr. Moussa Abdanel (Egypt), Deputy Treasurer.

Despite many years of world advocacy for gifted and talented children, there has been little representation of Africa in the conferences and, more importantly, little active participation at the local level. With the new ACfGT initiative, significant progress is being made. Building plans for the DALC (Digital Advisory Learning Centre) Open University include the Headquarters of The African Council for Gifted and Talented (See design below).



Prof. Humphrey Oborah, President of The African Council for Gifted and Talented (ACfGT, The Millennium Learning Targets)

The World Council congratulates and encourages Prof. Oborah, first, on his election and the outlined ambitious plan for the advocacy of gifted and talented education with his team, and, second, on his significant presentation during The 18th Biennial World Conference on Gifted and Talented Children in Vancouver, Canada, August 3rd to 7th (See abstract below). The presentation and the DVD on wasting gifts and talents in Africa went a long way in inspiring participants and members of the World Council

for Gifted and Talented Children.

The WCGTC affirms its commitment to support the growth and development of the Africa Council for Gifted and Talented (ACfGT, The Millennium Learning Targets), as an affiliate member of the WCGTC, into a loud voice for gifted and talented children in Africa.

To begin with, faculty members of the University of Winnipeg, who are also members of the WCGTC, are making plans to visit Nairobi, Kenya to make presentations at the first mini-conference in Africa, which will take place on March 26, 2010, in Nairobi. This will involve Dr. Ken McCluskey's introduction and application of his "Lost Prizes" project, which targets at-risk learners, as well as presentations by other University of Winnipeg faculty. It will also be a key step to enabling the WCGTC to observe progress made so far by ACfGT.

Humphrey Oborah

President, The African Council for Gifted and Talented

WCGTC Conference Presentation

Death of Talent at Onset: The Politics of African Examination and Admission Processes

Oborah, Humphrey.

Millennium Learning Targets, Kenya

Public examinations are fundamental to education in Africa. The key function of these examinations is to select students for limited elite placements in schools. Public examinations also serve as an accountability function for teachers and schools. Despite their central role, critics have challenged their quality and usefulness. While education policies, especially in Africa, are intended to allocate scarce educational benefits in an objective and unbiased way, concerns have sometimes

been expressed that they discriminate against some communities, rural populations, girls, and students whose first language differs from that of the examination. In order to address these issues, most of the examination bodies resort to a number of manipulations of the examination marks in the name of standardization, moderation, compensation, or quotas. The collective effect is that giftedness and talent are not considered and, therefore, silently die. This paper will examine a myriad of issues related to examinations and admissions and how they kill talents and gifts.



Future Headquarters of the African Council for Gifted and Talented at DALC (Digital Advisory Learning Centre)

From the Mouth of a Wunderkind and his Mother

When I first met with Zachary Kellogg in Bellingham, Washington in December of 2008, I invited him to perform at the 18th Biennial World Conference. It took no effort on his part to endear himself to me as he responded to my questions with charm and wit. You, especially those of you who heard this twelve-year-old in performance in Vancouver, have the opportunity to become more closely acquainted with him in the following interview.

When did your interest in music begin?

I was a really good dancer, and my mom wanted me to be able to read the music if I had to choreograph a show, so she started me on flute because she had done some stuff with woodwinds, and now the dancing stopped and the flute took off!

When did you first begin lessons?

I began my music lessons when I was six years old and in the first grade.

Did you consciously choose your instrument?

Like I said, my mom had done stuff in woodwinds, so she chose for me, but if I had to choose, I really love the flute, so I'm not going to change!

When did you first realize that you had unusual ability in music?

Well, my mom was a school music teacher, and I went to the school where she was teaching, and so we did my flute lessons in the car while she was driving. She would turn on the radio and I would just play with it and I would use my ears to hear and play the notes.

Do you play any other instruments?

Well, I take piccolo lessons, and you have to take that kind of lesson because it has a ton of other fingerings to get it better in tune, *alternate* fingerings. I also play piano and play for church a lot, but I'm pretty much self-taught.

Do you have siblings and, if so, how do they view your giftedness?

I have two brothers and three sisters, so, six kids, but they support me, for the most part.



Zachary Kellogg, with his mother Becky Cain-Kellogg

Do your closest friends have a special talent?

No.

Who has been the most influential person in your music development?

All my wonderful music teachers! Man, they do a lot for me!

What is your favorite musical piece, and what is it about that piece that makes it your favorite?

Man, there are so many that I love, I can't pick, but, if I had to, it would be the "Chant de Linos," by André Jolivet. It's my favorite because it is *very, very* hard!

Who is your favorite musician, and why?

My jazz mentors and teachers that I have done recordings with: Jim Walker, Holly Hofmann, and Ali Ryerson.

Who is your favorite composer?

Mozart, Bach, and Mozart!

How much time do you devote to music practice?

A couple hours a day. You have to practise if you want to be good!

What is your greatest musical achievement?

Having the top classical teachers in the country recommend me for performances and be willing to perform with me—Jim Walker, at University of Southern California and Colburn School Conservatory of Music, and Carol Win-cenc of Juilliard.

Do you have a career goal?

I would like a solo career.

What advice would you give to your peers?

Practise hard! And meet lots of people in your field. You may be good in your local school, but there's a *really* big world out there!

How do you memorize a piece of music?

Well, I have perfect pitch, so I look at it once and I have it memorized.

Describe for me what is going on in your mind when you perform a piece. Are you oblivious to the audience?

I am very aware of the audience. I like to play all of my concerts memorized and, since I'm not glued to the music, I can play to the audience.

Are there other activities that you enjoy that are not in the musical field?

I love to bake, especially cakes, and cook.

Do you spend time reading and, if so, what types of books do you like to read most?

Cook books and cooking magazines.

In what grade are you at school and which courses do you enjoy the most?

I'm home schooled, but I will be in seventh grade, and I like music the most!

How have you managed to keep up with school work?

It's been hard at times, but I just started a new online program that is working out really well.

Has the school acknowledged your talent and giftedness and made accommodation for you to allow you to concentrate on your musical gift? If so, how, and did you have to request the accommodation?

Well, my mom is my teacher and she has. The local school district won't work with us. We tried and they don't understand at all where I am. I'm not in their textbooks.

Zachary's mother, Becky Cain-Kellogg, shared with me what is involved in bringing up a gifted child—for the parents, the family, and the child.

When did you first realize that your child had a special gift?

When he was five and started dancing. The tap teacher did one lesson with Zach and said he had never seen a kid like this.

He danced with the same skill that he now plays the flute. Now, the dancing is gone and the flute remains.

How did you begin to nurture his gift?

The flute went everywhere with him. I taught him flute lessons in the car everywhere we went for two years. Then, he played better than I did and we had to find another teacher.

What are the greatest challenges of rearing a gifted child?

If the child is going to reach his full potential, there is a lot of money and time involved. Every extra penny—tax refunds, for example—are all earmarked for Zach's competition trips or other musical expenses. Right now he takes three one-hour lessons a week and I drive about 250 miles, round trip, for the lessons. His primary classical teacher lives in Los Angeles, so, once a month, we fly down there. The other weeks, he takes his lessons online. The other challenge is being "fair" to the other children in the family. This is really a tough one since they know the time and expense involved for Zachary. Also, at age twelve, Zachary has a career, not just a hobby. That means taking it seriously and marketing, attending conventions, for example, just like you would for an adult.

What are the greatest joys in rearing a gifted child?

Watching him develop into a really quality person and seeing the respect others have for his ability. Also, he has true passion for the flute. His love for it and what he does is very rewarding to watch.

What is the effect on family life and on your personal life in attending to the development of your child's special gift?

Zachary has played the flute for five years and piccolo for three years. In that short time period, he has achieved many honours, among them winning the National Flute Association Jazz Flute Big Band Competition and the Outstanding Soloist Award in the Lionel Hampton International Jazz Festival (2009), being the Concerto Finalist in the Seattle Young Artist Music Festival, and performing on the piccolo with the Seattle Symphony (2008).

His brothers and sisters are pretty much very supportive. The younger two don't know anything else. Zach's music is part of their lives. Zach has always done this, and the lessons and trips, and such, are part of life. For me, it is a second career. I drive him, make sure travel arrangements are in place, design and update his website, and work with him to plan programs and future music. It is as much my life as his, at this point. I could be working for him full-time if he paid better!

To what degree did you have to act as an advocate for your gifted child?

Being a musician myself, I saw what ability Zach had. I had to find the best teachers and, luckily, had the background to know who the best were. Once contact was made, Zach's talent spoke for itself; however, he is home-schooled since the local public school will do nothing to help further his abilities. I also spend a great deal of time searching for competitions for him, and so forth. Again, he studies in Los An-

geles, so there is the sacrifice of time and money to enable him to do this. I sit in his lessons and am so thankful he is able to do this. His teacher is so amazing!

What advice would you offer to mothers with young, gifted children?

To decide how far you want your child to go. If they are going to "make it," it is a huge commitment. It's a full-time job and very costly. Zachary wants a solo career, so we attend the annual National Flute Association conventions. He knows many of the top flautists in the country and they know him. This has been so important for him. Also, if your child is gifted in a field other than your own area of expertise, learn as much about their field as you can. Don't sit back and trust teachers or other people to guide your child's career. Many teachers want to further their own careers and aren't looking out for the best interests of your child. Nobody cares more for your child than you do, so parents need to take the lead behind the scenes. Also, you need to realize (a) people are interested in your child, not you, and (b) let the child handle as much as he (or she) can as soon as he is able. For instance, at our first national convention, Zachary was only nine, and I ended up answering most of the questions. Now, Zachary is able to network on his own, and I stand back and don't speak unless spoken to. Pushy, obnoxious parents will stall a gifted child's career faster than anything.

Cathrine Froese Klassen, in cooperation with Zachary Kellogg and Becky Cain-Kellogg

A Gifted Overcomer: Leland Lee



Leland Lee, with his exhibit at the 18th Biennial World Conference

Leland Lee was born on May 29, 1989, to a Taiwanese American family in Los Angeles, California. At about 18 months of age, his parents noticed a drastic change in his behavior—from an interactive, verbal child to a whiny, crying toddler who threw temper tantrums for no apparent reason. Most troubling of all, Leland stopped communicating and regressed into a state of non-responsiveness and reclusion. After numerous diagnostics and testing, medical experts confirmed Leland to be autistic.

Leland's parents first noticed his interest in art when he was about four years old. Within a short time, he had produced several hundred drawings, with no two exactly alike. It was not until Leland was eight, though, that his talents were noticed. Experts from Leland's school district heard about his ability and evaluated him by asking him to replicate some of the Renaissance masterpieces. He recreated them with amazing likeness and ease.

Leland also demonstrated ability for eidetic recall by replicating various scenes with remarkable detail and depth. His ability to replicate, however, did not diminish his inventive and creative skills. Leland expressed these skills in a personalized interpretation of original art.

The most remarkable aspect of Leland's art is his unique perception of the world. What he lacks in verbal communication skills, God, he says, makes up by giving him an exceptional, visual acuity and vivid imagination.

Leland's accomplishments in the field of art are many. He showed his work at several art exhibitions in Southern California and Taiwan and won numerous first-place prizes in competitions and festivals. He was also chosen as one of the "One

Hundred Remarkable Kids" by the Los Angeles Times in 1999.

Art is not the only area in which Leland excels. As a competitive swimmer, he participated in a Special Olympics program at the age of ten and, as his progress increased, he earned a place on one of the city's swim teams where he competed with regular swimmers. In Taiwan, in 2005, he won one gold and two silver medals in a national swimming event. He also finds time to help out in the family-owned bakery, go horseback riding, play guitar, and sing.

Leland has been chosen by Lin Z. Sheng, the winner of the 1997 Golden Palm Award in Cannes International Film Festival, as one of his subjects in a documentary film on autistic children, entitled, "Twinkle, Twinkle Little Star." Among the filming sites for this film are the Louvre, the Museum d'Orse, and the WCGTC 18th Biennial Conference. This documentary film will be presented at the 2010 Cannes Film Festival in Taiwan in May.

As a consequence of Leland's attendance at the Conference and his interaction with conference participants, particularly Olga Lockwood, he was invited to exhibit some of his artwork at the official opening of Lockwood's Mozart School of Music in Vancouver at the end of September.

It was an honor to have Leland and a selected exhibition of his artwork at the Conference. Leland is a true example of those "gifted and talented" children who are in the hearts and minds of the members and contributors of the WCGTC.

*Cathrine Froese Klassen
WCGTC Executive Administrator*

WCGTC Election 2009

For the first time in the history of The World Council, Headquarters conducted the elections for President and Executive Committee electronically, as authorized by the World Council 2009 Elections Committee. The two elections were held in two nine-day periods in March. Every eligible voter was notified, and no one was disenfranchised—a major improvement over surface mail which previously resulted in ballots not being counted due to their arrival at Headquarters well after the deadline and the announcement of the election results.

The voting software, operated by a major, multinational voting service company, is not only entirely secure and confidential, but is also developed on election fairness theory. We not only had an unprecedented number of voters, but also a higher percentage of eligible voters casting their ballots.



The successful presidential candidate was Prof. Dr. Taisir Subhi Yamin, who assumed his position on August 7th. When asked for his post-election

remarks and his vision for The World Council, he issued the following response:

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. As the next President of the WCGTC, I am willing to work with the members of the new administration and to put in a lot of hard work to make the opportunity a success.

In 1996, I had the honor of being selected for the Fulbright Award. The experience

of being a Fulbright scholar had a strong, positive impact on my career and life. In 1997, I became the first Fulbrighter welcomed to the Gifted Education Program at the University of Connecticut. During that experience, I had the opportunity to work with Joe Renzulli and other highly qualified staff and students at the National Research Center on the Gifted and Talented (NRC/GT). I also learned to appreciate, in a more intense dimension, the saying that the world is a small global village and that high-quality global education should be a priority.

During my stay at the University of Connecticut, I also had the opportunity to develop the first prototype for the "computerized, multiple-criteria identification process."

Every day our world gets smaller as things, like the Internet and telecommunications, improve; therefore, technological innovations, such as the Renzulli Learning System, will be powerful influences.

I value teamwork, dialogue, honesty, integrity, cooperation, and collaboration as a part of our continuous improvement efforts. I honor the trust placed in our team to develop projects, to run programs, to build a strong network, and to prepare children for their role as productive world citizens.

The four other successful Executive Committee candidates were Leonie Kronborg (Australia), Julia Link Roberts (USA), Klaus Urban (Germany), and Leslie Graves (Ireland), each of whom have shared their history and professional interests.



Dr. Leonie Kronborg is a University Lecturer in Gifted Education at Monash University in Australia. She first attended a WCGTC conference in 1993 in Toronto, Canada, and,

since then, has been active in the work of WCGTC and has presented research at four of its world conferences. She has promoted WCGTC and its conferences throughout Australia among gifted educators and has contributed to the Australian reports for WCGTC newsletters.

Recently, she has focused her research interests in two particular directions—researching gifted education programs in Victoria secondary schools and talent development of gifted females. In the State of Victoria, only two selective high schools exist specifically for academically able students from Years 9 to 12—one school for girls and the other for boys. A new, co-educational, selective school for Year 9 to 12 students is being developed to begin in 2010, as well as a Senior Secondary Science School. Leonie has spent numerous hours in connection with these new projects.

Another area of research for Leonie has been the SEALP (Select Entry Accelerated Learning Programs), which has been established in over 30 secondary schools in metropolitan and rural Victoria. In 2004, she and her colleague, Dr. Margaret Plunkett, evaluated all the SEAL programs across Victoria, the recommendations of which resulted in the expansion of these programs.

She has been involved in the evaluation of an extension program for talented students which was devised for gifted girls in a leading independent secondary school. This program, initiated in 1999 and based on research in gifted education, has been providing optimal educational experiences for highly able girls in Years 7 to 10 in a range of talent domains ever since.

Concerning her interest is in the area of talent development for gifted females, she says,

My interest in this area has emanated from my own daughter and my teaching experiences as coordinator and lecturer of postgraduate studies in gifted education at Monash University's Clayton Campus, where amongst my students I have taught many highly able females on campus and off campus. Most achieve highly; yet, others

find the university commitment overwhelming amongst their many other competing responsibilities. I have often reflected on what makes the difference in the lives of those who succeed and those who do not

In addition to the aforementioned research projects, Leonie completed her doctoral studies on seven talent domains that have contributed to talent development in the lives of eminent Australian women.

It is evident that Leonie brings to the Executive Committee of the WCGTC a wealth of valuable knowledge and research experience in the field of gifted and talented education.



Dr. Julia Link Roberts is Mahurin Professor of Gifted Studies at Western Kentucky University in the United States. She is also a founding director

and Executive Director of The Center for Gifted Studies and the Carol Martin Gattton Academy of Mathematics and Science, through which she has directed international travel study opportunities for middle- and high-school students in Russia, China, Great Britain, France, Italy, the Netherlands, Germany, and Belgium.

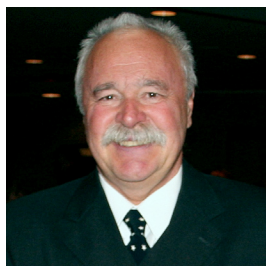
Julia envisions the WCGTC increasing its influence as an advocate for gifted children, developing a core set of advocacy messages to promote gifted education, and increasing its visibility by initiating and maintaining partnerships involving educators and students from various countries.

One of Julia's key involvements is with the Summer Camp for Academically Talented Middle School Students (SCATS) and the Summer Program for Verbally and Mathematically Precocious Youth (VAMPY). This year marks the 27th summer of these five-week, residential programs that she began and has directed every summer. Young people from approximately 20 states and three to four countries come together to create a wonderful living and

learning environment in which they take classes in their interests and pursue their passions. Theatre outings, concerts, cook-outs, and numerous athletic and creative games are included in the experience.

Julia has been a member of the WCGTC since 1987 and an elected delegate from the United States for four years. She has presented sessions at eight WCGTC World Conferences and sessions on The World Council at three of the last four conferences of the National Association for Gifted Children (USA).

As a person who has advocated for gifted children at the local, state, and national levels for over 25 years, Julia is looking forward to working with the Executive Committee and members of the WCGTC to refine effective advocacy strategies. Her experience and perspectives will be a valuable resource for the WCGTC at the Executive Committee level.



Prof. Dr. Klaus K. Urban knows The World Council almost from its beginnings. His first involvement was the 3rd World

Conference in Jerusalem in 1979, where he was elected as an Executive Committee member for the first time. He was re-elected in 1983 and served for eight years, two years as Vice-President under President A. Harry Passow. After functioning as a delegate for Germany and as Chair of the Research Committee, he was elected, once again, to serve a four-year term as member of the Executive Committee in 1995 and then as President from 2001 to 2005. During his term as President, the Headquarters office of the WCGTC moved from California to The University of Winnipeg.

Klaus was a professor of Psychology in Special Education at the Faculty of Humanities of the Leibniz University of Hannover, Germany. Gifted and creative education has been his main area of research and teaching for many years. As one of the pioneers of the gifted education movement in Germany, he co-organized the first West German conference

on giftedness in 1980. He was organizer and researcher of the first German and European pre-school group for gifted children and initiated and organized the first German creative-writing competition for young people in 1985.

Together with Wilhelm Wiczerkowski, Harald Wagner, and Arthur Cropley, he co-organized the highly successful 5th WCGTC World Conference held in Hamburg in 1985, hosting 1,200 participants from 49 countries. He has served as a keynote speaker at several international conferences, including the 11th World Conference in Hong Kong in 1995.

Klaus has written and edited numerous books and articles and has twice contributed to the *International Handbook on Giftedness* (1993 and 2000). His most recent article, in the English language, will be published soon in the third edition of C. June Maker and Shirley W. Shiever's *Curriculum Development and Teaching Strategies for Gifted Learners*. He is noted for his creativity test, the Test for Creative Thinking-Drawing Production (TCT-DP), and the Components Model of Creativity, which are well appreciated and in use, worldwide.

With Klaus' past experience in various roles in the WCGTC and his groundbreaking work in gifted education in Germany, he brings essential knowledge and understanding to the Executive Committee.

Leslie Graves was re-elected to the Executive Committee, having served a



two-year term for a position which had been vacated prematurely. During the last two years, she chaired the Awards and

Scholarships Committee and served on the Elections Committee.

For many years, Leslie served as a delegate to WCGTC for Ireland and acted as its news correspondent, serving as a valuable advocate for the WCGTC at home and abroad. She has attended three

WCGTC Biennial Conferences and presented at the 2007 conference. Formerly, she was the Chairperson of the Irish Association for Gifted Children and editor of its newsletter.

Recently, at the 2nd Centre for the Talented Youth of Ireland Conference, Leslie made a comprehensive presentation on the Irish legislative position in regard to gifted children. She is also pursuing a project with the National Centre for Technology in Education, which involves continuing work in website development with useful links for the educators and parents of gifted children, and she continues to be a contributor to the Irish support network website, www.gifted-kids.ie.

Leslie's hope for WCGTC is that it will evolve into a fully functional, global support network for gifted individuals worldwide and that it will explore ways in which it can be of greater significant service to developing countries.

The only two members whose positions were not up for re-election are Dr. Edna McMillan, a long-time active WCGTC

supporter from Toronto, Canada, and Ngarmmars Kasemset, the Director of the Thailand-The Gifted and Talented Foundation (TGT) in Bangkok, Thailand.

The newly elected Executive Committee had its first opportunity to meet face-to-face at the recent conference and to begin its planning for the next biennial term of office.

Cathrine Froese Klassen
Executive Administrator

New Executive: (left to right) Dr. Julia Link Roberts (Treasurer), Prof. Dr. Klaus Urban, Dr. Leonie Kronborg, Leslie Graves (Secretary), Prof. Dr. Taisir Subhi Yamin (President), Dr. Edna McMillan (Vice-President), Ngarmmars Kasemset, and Cathrine Froese Klassen (Executive Administrator, ex officio)



EC Committees for 2009 – 2011

At the August 7th Executive Committee meeting, the various committees were formed and chairpersons were named. They are constituted as indicated below.

Awards and Scholarships Committee

L. Graves (Chair), L. Kronborg, N. Kasemset, and E. McMillan

By-Laws and Policies Committee

E. McMillan (Chair), K. Urban, L. Kronborg, and J. L. Roberts

Finance and Fundraising Committee

J. L. Roberts (Chair), K. Urban, E. McMillan, and one more to be appointed from the membership

Elections Committee

K. Urban (Chair), J. L. Roberts, and L. Kronborg

World Council Conference Committee

The Executive Committee, with T. Subhi Yamin as Chair and N. Kasemset as liaison

Research

L. Kronborg (Chair) and three others to be appointed from the membership

DELEGATE DISCOURSE



Argentina

The Foundation for the Evolution and Creativity (Fundacion para la Evolución del Talento y la Creatividad), in order to enrich its activities, has inaugurated a plastic arts workshop where parents and children work together in an innovative way. The results of this experience have been highly positive, as both grown-ups and children can develop their creativity. All the different pieces of work were received with a lot of support and extreme acclamation. In the Science and Technology Workshop, a digital radio channel is being created. Children and adolescents are participating in this project. Together with their teacher, they pretend to communicate with children from other countries, creating an integration environment, as well an information exchange.

The parent workshop provides counseling regarding how to raise children according to their individual personalities. All of this is based on in-depth study of many theories on the subject.

Each project has created an enormous enthusiasm among students, thereby fulfilling the aim of the Foundation: "A happy child produces and happy production gives the best of the child."

Antonella Pozzi

*President of the Foundation for the Evolution of Talent and Creativity
on behalf of Maria del Carmen Maggio*



Australia

Professor Francois Gagné, from the University of Quebec, Canada, visited Australia in late March and early April of this year. He shared the latest modifications to his Talent Development Model in Western Australia at Perth Modern School, at Camberwell Grammar School in Victoria, and in New South Wales. Gagné's theory of talent development underpins most of the gifted education policies espoused by the various Departments of Education around Australia.

"Continuing Conversations – A Conference about Differentiation for Gifted Students," which took place August 12th and 13th, 2009, was well organized by the Victorian Association for Gifted and Talented Children (VAGTC). Carol Ann Tomlinson, John Geake, Leonie Kronborg, Margaret Plunkett, Wilma Vialle, and other invited speakers presented.

The Asia Pacific Conference for Gifted and Talented Children is being planned by the Australian Association for the Education of the Gifted and Talented (AAEGT) for July 2010, in Sydney.

Plans for the new, co-educational Selective High School at Monash University, Berwick Campus, are progressing, the buildings are underway, and the applications for the selective assessment process were submitted to the Victorian Department of Education for the assessment day on June 13th.

The 2009 academic year is well underway. More than 170 Monash University undergraduate students in the Education Faculty have chosen to study gifted education as an elective at Clayton, Gippsland and off-campus studies. There were nearly 50 students studying gifted education at the Master's level in the previous semester, on and off campus.

The Western Australia (WA) Department of Education and Training has adopted Gagné's Model (2003) to guide educational provision. That is supported at three levels to encompass up to 15% of the student population. Broadly, these cover

- school-based provision, where schools and teachers are required to provide a challenging and enriched curriculum to enable the gifts and talents of students to emerge, be recognized, and be developed;
- supplementary provision – funded Academic Talent Program and Specialist Arts programs, online options, and non-funded Approved Specialist Programs and Primary Extension and Challenge (PEAC) programs, which enable the most talented students to interact with their gifted and talented

peers in specific curriculum fields; and,

- fully selective and funded schooling, like that offered at Perth Modern School (Academic) and John Curtin College of the Arts (six domains).

One of the latest developments in Western Australia is the centralized selection process for the identification of talented students for music, music theatre, dance, drama, visual arts, and language programs. This process involves students attending at set venues on designated dates to undertake rigorous practical and academic testing. Students are being identified as early as Year 6 for all GATE programs and know by the end of Year 6 for which program they have been selected.

Western Australia's commitment to gifted education is poised to undertake continuing expansion under a strong bipartisan commitment by political parties and, over the last three years, has shown an annual 17% increase in demand for academic talent and selective schooling programs.

Leonie Kronborg, Sue Knopfmacher, and Margaret Plunkett



Austria

A new area of focus has been introduced at the Department of Humanities and Talent Research at the Austrian Federal Ministry of Science and Research. The Department's assignments will henceforth comprise the implementation of modules in the areas of gifted studies and studies in creativity nationwide. A specific focus will be placed on the promotion of research in the field and on the broader integration of relevant partners.

For information, contact Thomas Köhler, thomas.koehler@bmwf.gv.at and Birgit Hartel, birgit.hartel@bmwf.gv.at

The International Panel of Experts for Gifted Education (iPEGE) will publish the brochure "Professional Promotion of the Gifted and Talented, Recommendations for the Qualification of Experts in Gifted Education" (English version). The

aim of this brochure is to suggest several effective and sustainable measures to qualify educators for promoting giftedness and the gifted and talented. iPEGE, an interdisciplinary panel of experts from Europe's German-speaking countries, have gathered to develop standards for the education and qualification of educational staff. In essence, this booklet contains suggestions for the design of Master's degree programs for those working in the area of gifted education, as well as standards for the basic education of all teachers regarding the promotion of gifted and talented students.

The brochure was written for the following audiences:

- those in charge of the design and implementation of degree programs at universities and colleges and in the administrative sectors of the educational system,
- those initiating and supporting organizations of Master's programs,
- those wishing to develop professionally within the field of gifted education, and
- all colleagues in the European education system who are engaged in quality assurance of gifted education.

Since September 2008, the Austrian Research and Support Center for the Gifted and Talented has been a partner in the European Union project "Parental Support and Development for the Parents of Gifted & Talented." Together with the National Association for Gifted Children (UK) and the Ankara Science and Arts Center (Turkey), it offers further training for parents of gifted children living in these three countries. The three seminars will not only yield results for future parent training, but also promote cultural exchange.

In September 2009, the Austrian Research and Support Centre (özbF) celebrated its 10th anniversary. It is a registered organization, financed by the Ministry for Education, Arts, and Culture and the Ministry of Science and Research. As a national centre, the özbF acts as a think tank for innovative enterprises and promotes a holistic approach to gifted and talented support and research. It sets up national and

international networks and collaborations. By cooperating with scientists nationally and internationally, the özbF creates a link between the latest research and practice. It also provides information via its website, the journal, "news&science, Begabtenförderung und Begabungsforschung," brochures, a web-based teaching resources pool, a web-based best-practice databank, and other sources.

Claudia Resch for delegates
Roswitha Bergsmann
Waltraud Rosner
Kornelia Tischler



Jordan

To promote thinking and research skills among our students, we launched our first research initiative, entitled "How to Develop Extended English Classes at New English School in Amman." Sixth-grade students conducted this research. They began the project work last February. Interviews were conducted with professionals from within the school administration, and questionnaires for parents, students, and teachers were prepared, using the information gathered from these interviews. The responses to the questionnaires were analyzed, and in response, recommendations for the development of the extended English program were put forward. Parents were invited to attend the final presentation on May 19, 2009, along with representatives from the Ministry of Education.

Janette Wakileh



Mexico

In Mexico, we recently had a great motivational move as the DI, together with Secretaria de Educacion Publica (SEP – Public Educational System) and the government of DF, with Lic. Marcele Ebrard as a representative, awarded good students with scholarships and laptops and inaugurated the Enrichment Program in the entire Public Educational System and the Private System, as well (www.dif.df.gob.mx). Special after-school activities in the Enrichment Program take place twice a week. Activities will be developed in seven subject areas.

Identification of profoundly gifted children is now reaching into the poorest sectors of the country. In an initiative in May, 2009, such identification took place among the children of la Sierra.

Ana Azuela
President IDDET
(Identification and Detection of Talented and Gifted Children)



Netherlands

Schools have largely responded to the call of Secretary of State Dijkssma to submit proposals for the education of gifted students. The Ministry of Education received over 200 project proposals. At present, a committee, headed by President of KNAW (Koninklijke Nederlandse Akademie van Wetenschappen), Robbert Dijkgraaf, assesses the projects, and the best projects are eligible for a grant. The main criterion is the innovative nature of the proposal. In total, there are five million Euros available for the chosen projects. In May, the committee advised the Secretary of State of the selected proposals and, by July, the schools were informed as to whether they would receive a grant.

Secretary of State Dijkssma welcomes the enthusiasm of primary schools. As he says, "It indicates that the stimulation of top talent is an issue that lives in schools. Children can learn something quickly. Often, they do not get the attention they deserve. This is important because about one-third of these students are not sufficiently challenged."

Schools, school leaders, and teachers are struggling with the question of how these children can be offered sufficient challenge. For that reason, there is a separate Primary for Excellence Program. The Excellence Program is supported by ten million Euros. The drafting of the Excellence Program includes not only basic education, but also rural areas where all the schools in the Netherlands benefit. There is an online school, www.beterwetters.nl, where all schools, pupils, and parents can find information about giftedness. It also provides games and learning materials. Primary schools rely on universities to offer students extra challenges and knowledge in science education.

On April 15, 2009, seven schools received classification as Talent Profile Schools in the presence of Secretary Bijsterveld. These schools offer, in addition to the standard curriculum, quality education and guidance to highly gifted students.

Secondary schools are increasingly encounter students who are talented, highly intelligent, or highly gifted. It is the desire of the government and schools to do better profiling. This means that schools should be required, in addition to their general aims, to have aims for special target groups, such as highly gifted students.

Commissioned by the Ministry of Education in September 2003, the CPS project, Talent Profile Schools, started. The aim is to create a nationwide network of 24 secondary schools. The project developed criteria by which, through a so-called self-assessment tool, schools can understand the activities required for qualifying as a Talent Profile School. On September 28, 2006, the first group of six schools received official recognition of the Talent Profile; on March 7, 2008, the second group and on April 15, 2009, the third group of schools officially certified as Talent Profile Schools. Meanwhile, the schools work together in an Association of Profile Talent Schools and have their own website: www.begaafdheidsprofiel-scholen.nl

Next year, Fontys Hogescholen will start a Gifted Masters, two-year training. It is a new program of the Fontys Division Special Educational Needs, which focuses on special education.

Fontys Masters is the second post-HBO education in the Netherlands besides the European Council for High Ability course, "specialist in gifted education," an HBO post-training by the CBO Nijmegen (Center for Research Talent) at the Radboud University of Nijmegen. This training is currently undergoing an upgrade to post-doctoral or Master's level.

The Gifted Handbook offers a comprehensive overview of developments in the field of gifted and gives a picture of the diversity of views. Eleven experts on talent and training each endorsed one or more chapters for this handbook from their own perspectives and experience. The fifteen chapters are split up into three parts. In part one, the recognition of

talent and a solution-oriented approach of any core problems is addressed. The second part focuses on the guidance of the gifted student. The third, and last, part of this manual has the theme "gifted and special." This section largely focuses on issues such as dyslexia, work and attention problems, and social-emotional development. The gifted manual is meant for everyone working in education or in an affiliated institution.

Marieke Schuurman-van der Heijden

Hans H. van Elten



Turkey

"Education of Gifted Children" is a project that began at Beyazıt Ford Otosan Primary School in 2002 as a consequence of the signing of a protocol between the Ministry of Education and Istanbul University. The project is continuing today. It focuses on developing a culture-specific, differentiated program to meet the intellectual, affective, and social needs of gifted children, as well as the needs of their families and the training needs of their teachers.

Although gifted children have most of their lessons in mixed-ability classrooms, they are separated from their normal-age classmates in some classes, such as mathematics and foreign languages, in order to make the necessary acceleration commensurate with their learning rates. Enrichment is provided for both gifted and average students, according to their individual interests and ability levels. The research results indicate the effectiveness of the program.

Since the 2008 - 2009 academic year, the same model has been administered at Darü'safaka Lyceum in Istanbul, Turkey, which was the first school established for orphan children in 1873. The project begins with the 4th graders, the lowest grade of the school. The students are bright and gifted students. The research will be continued to determine the effectiveness of the model.

Prof. Dr. Umit Davasligil

Important Members' Information

As a member of the WCGTC, you have access to your on-line profile at the World Council website. It is essential that members keep their information up-to-date. This is easily accomplished by logging in, using your username and password.

Accessing the World Council Website

Step 1: Click on "General Login" at the bottom of the right-side column at www.world-gifted.org.

Step 2: Enter your username and password.

If you have misplaced your password, enter your username or e-mail address in the box under "Have you lost your password?"

Step 3: Click "Login Now."

Step 4: On the new screen, choose a destination:

(a) Click on "Return to World-Gifted website home and proceed" in order to access the secure membership database, including the newsletter and journal.

(b) Click on "Logout" if you are finished browsing. (c) Click on "Change your password and edit your personal information" to keep your profile up-to-date.

Renewing your Membership Online

Our system generates three membership expiration reminders: one month before, one week before, and one on the day of expiration. At renewal time, follow the instructions in Steps 1, 2, and 3 above; then, follow these three instructions:

Step 1: Click on the drop-down menu "Make a selection here" at the bottom of this page. You will be given different membership categories.

Step 2: Once you have selected your membership category, click on "Place New Order."

Step 3: On the new screen, enter your credit card information in our database. (Our website meets the highest industry standards for secure credit card processing.) Unless you reside in North America, select "Outside US and Canada" in the "State" field. When you have entered the required information, click on "Proceed."

If you have been successful, a payment verification screen will come up, and shortly thereafter, you will receive an Internet Purchase Receipt in your e-mail.

If you are unsuccessful, check the information you entered and try again. After the third attempt, you will be locked out (a security feature). Do not go back to the main page and start a new account, as this will generate a second profile for you in our system.

In Pursuit of Justice

“The mother of an extremely talented child, who at age nine was denied enrolment to high school, will take the Queensland Government to the High Court after a four-year legal battle” is the by-line of an article that appeared in *The Australian* on September 18, 2008 (“Gracia’s mum making noise for the gifted”). Since then, Gracia MalaxEtxebarria has entered university at age fourteen, thanks to the persistence of her courageous mother.

Born in May, 1994, Gracia MalaxEtxebarria is the third of the four children of parents Marcos, from Basque, Spain, and Robyn, a sixth-generation Australian from Queensland.

Exhibiting unusual ability in reading, mathematics, and art in her pre-school years, Gracia was admitted to the local state school at age four. Her first year was successful as she helped slower students and did Grade 3 mathematics. Thereafter, schooling was problematic. She was unhappy that she was learning nothing new, and the school did not believe in giving her any homework or extension work. The result was the mother’s withdrawing the child from school, along with her other children. In preparation for home-schooling, assessment tests were done at the guidance office for distance education, and on the basis of the results, Gracia was advanced to Grade 3, placing in the 99 percentile. Besides her studies, she learned to play the cornet, and, with her siblings (who were studying saxophone and clarinet), learned about community care, playing at senior citizens’ homes.

When her sister, Mercedes, who was four years older than Gracia, was about to enter high school, the children returned to their original school. Gracia, entering the last term of Year 6, had, by this time, caught up with her brother, Xabier, who was two years older than she. The last teacher had discouraged Gracia’s acceleration, arguing that this could be intimidating for her brother and that, instead, she should be decelerated.

A few weeks after Gracia asked her mother whether she could go to high



Fourteen-year-old graduate, Gracia MalaxEtxebarria

school, her mother took it seriously and inquired about the possibility. She was told that there was no age restriction; only the key learning concepts had to have been done. A subsequent assessment revealed an IQ of 147. In the end, the high school, after having been contacted by the District Office, refused to interview the daughter and her mother, which meant that the request to enter the public high school was not going to be approved. Pressure from involvement of the media and of a gifted and talented specialist yielded an offer to put Gracia back in primary school with the possibility of attending extension periods at the high school, even though the specialist had supported a six-week trial period at the high school.

After seeking professional advice from a specialist and with knowledge of Gracia’s capabilities and motivation, Robyn then decided to enroll her daughter in a private Adventist school in Brisbane, nearly 70 kilometers from their home. Here, Gracia performed with high distinctions, whereupon she was later accepted into university to do a B. Sc. (Adv. Hon.).

Gracia had learned many years ago not to acquiesce to peer pressure, as she recalls a time when the teacher asked the class, “Who is looking forward to coming back to school after the holidays?”

“My hand shot up and I thought I was first to respond, but as I looked around, my hand lowered; no one else had their hand up. Then I decided, no, I was looking forward to coming back to school. I really enjoyed learning, and my hand straightened with my realization, even if I was different.”

The six-week trial period had proved to be the ticket to high school, albeit, not to a public high school.

During her years in the private school, the battle for fairness and justice continued. In July 2004, Robyn had lobbied parliamentarians for assistance in looking into education possibilities at home in Queensland and in looking into Gracia’s education, as she was flourishing in every area in high school six months on. The Minister was also requested, by e-mail, to respond. The offer from the Ministry of Education was that Gracia could return to primary school and spend a period a day in the high school. The Minister’s reply prompted Robyn to file a complaint with the Anti-Discrimination Commission, Queensland, citing age as the discriminatory factor. The complaint was supported with Gracia’s successful, half-yearly June report from the high school. The Minister’s reply to the e-mail was that she had just received the request in September 2004.

With Gracia being refused representation by legal aid, the mother represented and cross-examined the witnesses herself. What was revealing in the cross-examination of state high-school officials was that there were, in fact, students at the high school who were *below* the high-school standard academically, socially, emotionally, and physically, but they had the right to be there.

The case was heard in July of 2005, and the decision that was to be handed down in a “matter of weeks” was dismissed the next year in April of 2006. The major evidence of the June 2004 school report, the parliamentary e-mail, and the Minister’s

reply filed in September remained completely unaddressed.

Legal ping-pong ensued. Robyn appealed the case in The Queensland Supreme Court, as the case had been narrowed and the major evidence left unaddressed. Justice Helman of the Supreme Court ordered the case to be reheard—that part of the complaint that concerned events in and after June 2004; however, the Queensland Government asked the Court of Appeal to uphold the original decision of the Anti-Discrimination Tribunal. Robyn, who had fought the battle this far, still had not been given a reason nor an answer, so she decided to appeal the decision, maintaining that Gracia had not received a fair hearing, especially when, as Supreme Court Justice Helman stated, “An error of law may, however, be committed by a tribunal if a central issue is ignored or there is a failure to make findings on material question of fact” (Fwd e-mail, R. MalaxEtxebarria to Attorney-General, Dec. 8, 2008).

On seeing the Queensland Government not willing to return to the Human Right Tribunal, Robyn contacted the Australian United Nations representative, Professor

Ivan Shearer of the University of Sydney, who informed her that before one can make a complaint to the UN for human rights violation, one must have exhausted all domestic courts first. That meant that the next court to appeal was the High Court of Australia, where the chance of obtaining just the leave to appeal was very slim.

Leave to Appeal for Special Leave to Appeal was granted to the High Court of Australia in Canberra on September 30, 2008. It was a disappointing time for the mother, as she was not taken as credible or truthful when she asserted the Crown Law was wrong and had misled the public by narrowing the case to before high-school attendance when, in fact, the complaint was filed in September, after the Minister’s letter of reply to Parliament and well after Gracia herself was the evidence—she was in the court that day. Crown Law then falsely maintained that the June report had been slipped into evidence by the mother. In October, Robyn received word that the High Court had refused to grant her special leave to appeal and that she had no further rights to appeal the case.

Once more not achieving a fair hearing, Gracia’s mother filed a complaint with the United Nations. Since then, the UN has sent her complaint back with the reason for refusal as “Domestic / judicial / administrative remedies do not appear to have been exhausted.” Relentless in pursuing what is just and right and fair, she is awaiting the response from the Queensland Attorney General to confirm that all domestic remedies have been exhausted, while also dealing with the matter of court costs.

The battle does not appear to be over for Mrs. MalaxEtxebarria, but there is a silver lining: Gracia, now fifteen years of age, is happy and progressing well at university, having obtained so far this year all distinctions and a high distinction in her university subjects, while learning and, to quote her mother, being a “living testimony of what human right can do.”

Cathrine Froese Klassen, WCGTC Executive Administrator, in collaboration with Robyn MalaxEtxebarria

57th Annual Convention Great Minds Leading the Way



November 11-14, 2010 | ATLANTA

National Association for Gifted Children

The NAGC Convention is the largest and most informative national conference devoted to classroom innovation, gifted education, and gifted learners. Build your support community, add to your educational toolkit, and gather new ideas and classroom practices all in one place—in Atlanta, Georgia, November 11th to 14th, 2010. For more information and coverage of the 2009 Convention in St. Louis, visit www.nagc.org.

Gifted Education in New Zealand: A Time of Change?

As in so many other countries, gifted education in New Zealand has struggled to gain a foothold in the national education system. The difficulties in doing so have been greatly added to by the deeply entrenched egalitarianism which has been such a strong and pervasive factor in the evolution of New Zealand social mores. Yet, we may, now, be seeing the beginnings of genuine change. What has brought this about—and will it last?

New Zealand's culture has largely been shaped by descendants of immigrants who arrived during the 19th century, primarily from the United Kingdom, and primarily seeking an escape from a society ruled by class and privilege. Many of those people, literally, cut out holdings for themselves in a land still covered by dense, native forests and, with their own hands, built houses and much else besides. Little wonder that they took pride in their sturdy independence and practical innovativeness and that their descendants developed the same values, along with a robust suspicion of anything that, in any way, seemed to challenge the equality of every man (and, later, every woman) with his (or her) fellows.

Most New Zealanders today live in cities or towns and have lifestyles far removed from those of their colonial ancestors and, while people from the UK are still settling here, large influxes of people from other, very different backgrounds are arriving, especially from the Pacific Islands. Immigrants from the Netherlands, South Africa (more recently), and Asia (currently and very rapidly) are also appearing.

Very significantly, the indigenous people of New Zealand, the Maori, are also rapidly increasing in number and playing a more influential part in the shaping of New Zealand society, including its education system. The one certain thing about New Zealand's social values is that their future and shape is uncertain.

Egalitarianism, however, has remained as a powerful cultural determinant, so far, and nowhere is that more evident than in the attitudes towards gifted learners. At times, outcomes have been wildly illogical, such as schools which provide a gifted program in which, in the interests of egalitarian principles, *every* child in the

been omitted or barely mentioned in the education of psychologists, school counsellors, and special education teachers. There has been no official policy on gifted education and only occasional, minimal funding. Not surprisingly, an international study in the 1990's rated New Zealand as lowest of all the OECD countries in its provision for its gifted learners.

The last decade, however, has seen some significant changes, beginning with the decision to appoint the equivalent of four full-time advisors for gifted education. Another forward move was the publication of a handbook, which was distributed to all schools and culminated in the

2005 change to the official regulations governing schools. It became mandatory for the schools to identify and cater for their gifted learners (without funding being provided for this purpose, however). A national research study was funded to find out what was actually happening in schools and what needed to be done to make gifted education more effective. The number



In the mid 1980's, Rosemary Cathcart developed the REACH model for teaching gifted children and, from 1990 to 1994, she tutored the Auckland College of Education's post-graduate papers in this field. She also served as sole advisor on gifted children for the Special Education Service (now GSE) from 1992 to 1995. In 1995, she established New Zealand's only education centre specializing in gifted education, the George Parkyn Centre, led it through its first decade to its present nationally recognized status, and developed its innovative One Day School program. Rosemary has also served as national president of the New Zealand Association for Gifted Children and, for many years, as advisor to that body's National Council. She was awarded the Queen's Service Medal in 2004 for her work in gifted education. In 2006, she established REACH Education Consultancy to allow her to focus on the professional development aspect of gifted education. Her published work includes the teachers' manual *They're Not Bringing My Brain Out*, now in its third edition.

school has a turn. Overall, there has been a lack of belief in the need to provide for the gifted child, perhaps best summarized in the view "Bright children are the lucky ones—in fact, they're privileged. Why should they get anything extra?"

Such misconceptions reflect a lack of information and a failure to examine the real meaning of equity. Giftedness has simply not been included in teacher training in New Zealand, or so minimally (three hours in three years) that, arguably, it may be more harmful than if it were left out altogether. It also appears, generally, to have

of advisory hours was increased to the equivalent of twelve full-time positions, and a contestable funding scheme was set up to finance a number of projects around the country. These projects were intended to develop models of provision that other schools could follow. Subsequently, the Ministry organized a national conference in 2006 (which was attended by over 700 delegates), indicating that, for the first time in New Zealand's educational history, a substantial number of teachers had realized that gifted learners had a genuine need for support and

for learning programs accurately matched to their abilities.

How did this come about? Advocates for gifted learners had been trying for years to change official attitudes, but without success. What happened? Essentially, it was a matter of “seizing the moment,” twice over. A parent was refused permission, by the child’s school, for her child to enrol in a gifted program run by an outside organization. Her neighbour happened to be a leading Member of Parliament. She complained, he investigated, and the outcome was the first, if limited, step towards better provision. In 1999, with a national election underway, astute advocates organized an election meeting on gifted education. Spokespersons from each major party were asked to state their Party’s policy on the issue. Confronted with a hall packed with highly articulate parents of gifted children, the politicians recognized a cause when they saw one. The one who went on to become Minister of Education made good on the promises he gave that night, setting up a Ministerial Working Party, which led to the changes outlined above.

These are certainly very significant moves; yet, it has to be said that the situation of gifted education in New Zealand remains precarious, at least, in part, due to a largely uninterested Ministry. Teachers may be more aware, but the same cannot be said of the officials who make the decisions. The number of advisors is unacceptably small, with some schools waiting up to 18 months for assistance; yet, there is talk of the position being abolished. Contestable funding is also likely to go. In any event, as no funding was made available for schools, the models and the projects developed face real difficulties in transferring to schools. The need for advocacy at the highest level remains as urgent as ever. While many have yet to be reached, the change in attitude and understanding many teachers have achieved will not easily be reversed, and therein lies the best hope for New Zealand’s gifted learners. Recently, a national, professional network for teachers interested in gifted education was formed to ensure that what has been gained will not be lost, but added to. The country’s Education Review Office, the body charged with monitoring the quality

of education in our schools, has taken an interest, producing a major report in 2008. More teachers are seeking out professional development, with at least two extended training courses now available and a number of people studying at the Masters or PhD level, though no specific qualification in gifted education yet exists.

Meanwhile, a fascinating development is the slowly emerging recognition of the fact that there is a specific Maori perception of giftedness, quite different, in some respects, from the conventional European concept of giftedness, with a significant spiritual dimension and a strong notion of service and group involvement. This is deserving of a full article in itself, but those who may be interested in this issue should go to www.tki.org.nz and, under the list of TKI communities, go to Gifted and Talented and search for Jill Bevan-Brown, New Zealand’s foremost expert in this field.

*Rosemary Cathcart
Director of REACH Education
Rotorua, New Zealand*

2013 Hosting Bid Announcement

During the past year, a number of countries have already indicated their interest in hosting the 2013 WCGTC World Conference. Headquarters has provided inquirers with the WCGTC Biennial Conference Planning Development Guide.

The deadline for indicating your intention to submit a bid, in a formal letter, is April 1, 2010, and the deadline for submission of the bid is August 31, 2010. Please, be aware that the development time for constructing a bid is much longer than this five-month window.

If you are planning on entering the competition to host the 2013 Conference, please, contact Headquarters at headquarters@world-gifted.org to request a Guide.

The Guide will be undergoing another edit in the next year, and when that has been completed, revised editions will be sent to parties who have already indicated an intention to submit a hosting bid.

Gifted Education in Switzerland: Teacher Education and Actual Research

This article gives insight into some relevant efforts and projects regarding provision for gifted students and talent development in Swiss teacher education and its partners in German-speaking central Europe and Swiss schools.

Teacher Education in National and International Cooperation (IBBF)

In Switzerland in 2003, the first international Master's study program in gifted education and talent development in German-speaking Europe was implemented at the University of Education Northwestern Switzerland (PH FHNW). This Master's program, IBBF (Integrative Begabungs- und Begabtenförderung (Integrated Promotion of Gifted and Talented)), began in cooperation with the Neag Center at the University of Connecticut (UConn) with the intent to establish research, research-based teacher education, and school-development in Switzerland and to share experiences, knowledge, and expertise among the partners. Teacher students can take all their studies at PH FHNW in German and get a Master's degree from there, or they can pursue their studies at both universities and get a joint Master's degree, or they can get the degree from the University of Connecticut. Since 2004, 149 students have completed their studies in this program and earned the degree. Every year, a group of Swiss students takes part at Confratute, the annual summer conference at UConn, to network and to cultivate the knowledge exchange between our universities and



Students in the IBBF Master's program, studying at the University of Connecticut

national efforts in gifted education.

The study program is situated in the Swiss and European educational and cultural contexts to serve the needs of Swiss schools and school systems in German-speaking central Europe (Austria, Germany, Liechtenstein, and Switzerland). Pedagogically, it is based on the concept of the Three-Ring Conception of Giftedness (Renzulli, 1978; Renzulli & Reis, 1997) and on the theories and concepts of the Schoolwide Enrichment Model (SEM) (Renzulli & Reis, 1985; 1997). Through our cooperation, we are seeking to bring together research results, educational theories, and best practices from both continents and to discuss international efforts and their impact on the development and lives of students who are prepared to create the future in a global village in respect to local contexts and ethnic situations (Müller-Oppliger, 2008).

This year, the program is broadening. Beginning in the fall of 2009, the studies in the Master's program at the University of Teacher Education Northwestern Switzerland will be offered in cooperation with the University of Teacher Edu-

cation Central Switzerland (PHZ) and the University of Education at Karlsruhe (Germany). Students will then be able to apply to three levels of final degrees for different functions and responsibilities within the schools: CAS (Certificate of Applied Studies for classroom and subject teachers), MAS (Master of Applied Studies for experts, tutors, and program leaders in gifted education and talent development in schools), and MA (Master of Arts as an academic Master's to qualify teachers for further functions, leadership,

and research).

Our close collaboration with the Austrian Research and Support Center for the Gifted and Talented (özbF) is another cooperative effort to share our intentions to make schools better places to encourage students to fulfill their interests, based on their abilities and passions, and to support schools that are working together with their students on their strength-based profiles.

For additional information, see: www.fhnw.ch/ph/iwb/kader/de/kader/begabungsfoerderung.

International Panel of Experts in Gifted Education: a new network of universities on the gifted and talented (IPEGE)

Following the conviction that collaboration in research and teacher education results in more critical reflection, additional impacts in each partner team, and higher excellence for all the partners, we created, together with özbF and PHZ, a network of universities on gifted and talented—the International Panel of Experts in Gifted Education (IPEGE). Currently, the panel has experts from Austria (özbF and Uni-

versity of Teacher Education Steiermark), from Germany (University Erfurt, University of Education Karlsruhe, University Rostock, University Trier), and from Switzerland (University of Teacher Education Central Switzerland and University of Teacher Education Northwestern Switzerland). This panel of experts from German-speaking nations has, based on its expertise, shaped international standards and concepts for teacher education focused on the field of gifted education. These new standards (iPEGE 2009) promote professional, higher teacher-education values and meet the quality requirements of the European Declaration of Bologna for higher education. The Bologna Declaration is a key document signed by 29 European countries who have pledged to promote higher-education reform to enhance the employability and mobility of Europeans and to increase their international competitiveness.

eVOCATION – a European Project for Teacher Education

Another European project that is strongly connected to the theoretical frames of the Schoolwide Enrichment Model is eVOCATION, a multilateral Comenius-project within the European community. Participants include several universities from Germany, Switzerland, Austria, the Netherlands, France, the Slovak Republic, and Poland, as well as seven schools from these nations that have elaborated programs for gifted education and talent development and related experience. In this program, educational scientists are reflecting and analyzing best practices of schools involved in teamwork with experienced teachers of these model schools, looking for relevant conditions, aspects, and characteristics of a successful support of giftedness (Weigand, Schenz 2008). The goal of our international project is to develop study concepts, ma-

terials, and media for teacher education specifically to provide enrichment for gifted children and talent development. The project will combine knowledge, ex-

decides, more or less autonomously, its own school regulations. Within the past five years, most of the 26 Swiss cantons have worked out guidelines and programs

for the promotion of giftedness and gifted students. This has prepared the base for our programs of further education for teachers and also provided the scope for development in schools that are ready for innovations in this field.

Our Master's Program gives us the chance to initiate, support, and accompany school development within the schools of our teacher students all over Switzer-



Prizewinners at the annual Swiss award for strength-orientated teaching—LISSA

perience, and practice from schools with knowledge of the universities' research and teacher education expertise. The result of this project will be the creation of four modules for teacher education: basics, identification, individualization of learning arrangements, and support for learning processes (Weigand, Schenz, Hackl, Hascher, Müller-Oppliger, 2009). Online modules will be supplemented by a handbook containing corresponding video vignettes with case studies and examples.

Improvement of Teaching and Promotion of Giftedness and Talent in Swiss Schools

In Switzerland, each canton (similar to the states in the USA) is responsible for and in charge of its school system, curriculum, and educational policies. Even though the Swiss school is currently in a process called HARMOS—to harmonize the different school systems, identify meeting points within learning processes and at certain learning levels, establish learning standards, and create competence profiles—we still have the situation where each cantonal board of education

land. Often, the Master's theses of these teacher students relate to theoretical and science-based school improvements, developmental processes, or the creation of new school programs to raise the giftedness of all students or to support individual capacities of high-end learners. These projects have to be school referred (vocational field) and application oriented and meet scientific standards. In this way, the Master's Program stands as a relevant germ cell and serves as a place for professionalized school and teaching innovations. The individual school projects of the teacher students are valuable sources for ongoing school development in the tradition of reflective practitioners (Schoen 1983), action researchers (Elliott 1981, 1991; Altrichter, Posch 1998), and sustainable school improvement (Fullan 1991; Teddlie, Reynolds 2000).

Swiss Award for Best Practices in Gifted Education (LISSA)

These three best practices from Swiss schools, as described above, providing giftedness and talent development, also are LISSA (Lernfreude in Schweizer Schulen anregen) prizewinners at the annual Swiss award for strength-orientated

teaching. LISSA is an initiative from the Swiss Foundation for Gifted Children. The prizes are awarded in recognition of the implementation and integration of gifted and talent development concepts in the regular school program. Getting a prize from this organization is a quality label that often has a huge impact on the school, the public, and the town.

The criteria to apply for this prize are deeply connected to the theory and spirit of the SEM and the Triad Model. The main criteria are (a) close reference to the classroom learning, (b) open access, (c) revolving-door concept and self nomination, (d) consideration of all domains of giftedness and talents as different but of the same value, (e) incorporation of minorities and special population groups, (f) perspective of gifted education as an ongoing process of school development, (g) involvement and participation of all parties, namely, students, parents, teachers, experts, and school administration, (h) local networking with other schools, mentors, public authorities, companies, and media, (i) definition of quality standards and internal and external evaluations, and (j) impact as a multiplier for other schools and the public.

More information on best practices and efforts from Swiss schools can be found at www.lissa-preis.ch.

Swiss Gifted

In 2008, Swiss Gifted was started by students who graduated from IBBF or had taken courses with ECHA. This new Swiss Society for Gifted Education is providing development in gifted education and will network the efforts of professionals working in this field. In the meantime, the association has conducted three one-day seminars, every six months, and publishes the *Swiss Gifted Journal*. You can find more about Swiss Gifted at <http://www.swissgifted.ch>.

Swiss Conference: symposium.begabung.ch

In March 2009, the University of Teacher Education Central Switzerland (PHZ) held its annual symposium for gifted and talented in the city of Zug in a one-day symposium entitled "From interests to engagement and task commitment." The lead presentation focused on the individualization of students' profiles and on the fostering of self-regulation and self-motivated learning as central aspects of the gifted education. Successful entrepreneurs shared their experiences of motivation, task commitment, and success. The ten workshops offered opportunities for participants to deepen their knowledge on several key aspects of gifted education. For further information see www.isf.luzern.phz.ch/seiten/dokumente/Mailing_26_Flyer_Symposium_Begabung_09.pdf

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In Memoriam

Dr. John F. Feldhusen

With sadness, we report that gifted education has lost one of its strongest supporters and scholars. Dr. John F. Feldhusen passed away at his home in Sarasota, Florida on June 14, 2009, at the age of 83.

A Wisconsin native, Dr. Feldhusen earned his B.S., M.S., and Ph.D. degrees at the University of Wisconsin. He served on the faculty of Purdue University in West Lafayette, Indiana for four decades, until his retirement as the Robert B. Kane Distinguished Professor of Educational Psychology and Gifted Education. Dr. Feldhusen was the founder of the Purdue Gifted Education Resource Institute in 1977 and continued as its director until 1995.

A prolific scholar, he published more than 300 articles, chapters, and books and was well-known for his work on talent development and the Purdue Three-Stage Model of Gifted Education. John served The World Council for Gifted and Talented Children as Editor of *Gifted and Talented International*. He also served the National Association for Gifted Children in many roles: Board Member, President, Editor of the *Gifted Child Quarterly* and Association Editor, and he held leadership roles in the American Educational Research Association and the American Psychological Association. His many recognitions and awards included the Distinguished Scholar Award (1983) and Distinguished Service Award (1985) from NAGC, the International Award for Research from The World Council for Gifted and Talented Children (1997), and the Mensa Lifetime Achievement Award (2002).

John was a mentor for numerous graduate students, many of whom today provide leadership for gifted education throughout the world. He was a tireless advocate for the recognition and development of strengths and talents among people of all ages— from young children in the elementary school to aspiring faculty colleagues to whom he served as a mentor and colleague.

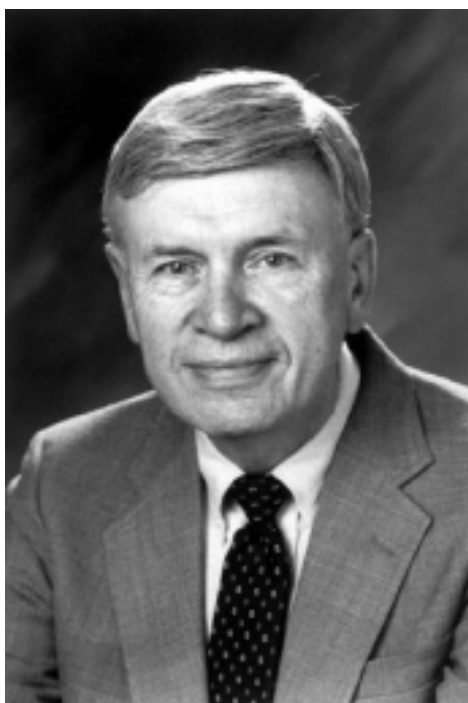
John instituted programs that brought thousands of pre-college youth to the Purdue campus for a variety of advanced learning experiences. John was an en-

thusiastic supporter of all matters relating to Purdue. As a personal example, I recall when he was the primary “recruiter” for me to join the Purdue faculty. Knowing that I was interested in moving to a warmer climate than we experienced in upstate and central New York, John sent me a photo of himself, in shorts and sandals, mowing his lawn, with Christmas decorations clearly visible in the background. Only after I had been on the job for several months did he confess that the photo was carefully staged for my benefit and that he dashed in quickly from the cold as soon as possible after the photo was taken! His enthusiasm was reflected in more than his good humor, however, as he also carried Purdue’s name forward in presentations at many conferences and seminars throughout the world and encouraged both graduate students and faculty to do the same. He established a climate with expectations for

a powerful work ethic for all and always modeled in his own life the expectations he held for others.

No memorial statement for John Feldhusen would be complete without acknowledgment of his deep love and caring for his wife Hazel, his daughters Annie and Jeanne, and his grandchildren Emily and Christopher (whom many audiences also “met” as illustrations in one of his presentations). John’s special admiration for and attention to his own children and grandchildren also carried over into his caring for the families of his faculty colleagues, as our son and daughter recall with many memories of “Dr. John.” Both John and Hazel demonstrated great enthusiasm for children everywhere. Throughout their travels, the Feldhusens often sought opportunities to visit schools and classrooms, to interact with teachers and children

or youth (transcending the complications of language and cultures), and to bring educational psychology and gifted education to life with anecdotes that reflected their deep affection for and commitment to the best in all students, their parents, and their teachers. John Feldhusen’s legacy is the constant reminder to us all that our greatest task is to do our best on behalf of the children and youth we serve.



*Dr. Don Treffinger
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Making a Global Impact on Gifted Education: *A Nation Deceived* Translated into Seven Languages

Millions of parents, educators, and researchers around the world have a powerful new tool to help them advocate for an appropriate education for gifted students with the translation of *A Nation Deceived* (Colangelo, Assouline, & Gross, 2004) into seven of the world's leading languages.

In 2004, the John Templeton Foundation (<http://www.templeton.org/>) sponsored the publication of *A Nation Deceived: How Schools Hold Back America's Brightest Students* (Colangelo, Assouline, & Gross, 2004).

A Nation Deceived has altered the acceptance and perception of academic acceleration as an intervention for gifted students in U.S. schools. The report highlights the disparity between the favorable research on acceleration and the educational beliefs and practices that often run contrary to the research. The report's message has resonated with readers: the Website (www.nationdeceived.org) has received over 3 million visits, electronic versions of the report have been downloaded more than 107,000 times, and 55,000 print copies are in circulation. (Volumes I and II of *A Nation Deceived* are available for free download at www.nationdeceived.org.) Some U.S. states (the midwestern states of Ohio and Minnesota are good examples) and some school districts have written or revised their acceleration policy as a result of the evidence presented in *A Nation Deceived*.

A national conversation about acceleration and the needs of gifted students was ignited in the U.S. by the publication of *A Nation Deceived*. Because *A Nation Deceived* was originally intended to support gifted education efforts in the U.S., it was published only in English, however, there has been considerable international attention to the publication. Now, to help gifted education supporters around the world advocate for an appropriately challenging curriculum to develop the talents of their country's students, *A Nation Deceived (Volume I)* has been translated into seven languages: Arabic, Chinese, French, German, Japanese, Russian, and Spanish. These languages, together with English, represent the leading languages of the world. The

translated versions of *A Nation Deceived (Volume I)* can be downloaded, at no cost, at www.nationdeceived.org. (Volume II can be downloaded in English only.) We welcome international reader comments on the translations and on the impact of the translations through the Submit Comments link at this website.

One outcome of the enthusiastic reception of *A Nation Deceived* was the 2006 founding of the Institute for Research and Policy on Acceleration (IRPA) (<http://www.accelerationinstitute.org>) at the Belin-Blank Center. The primary purposes of the IPRA are to provide educators, parents, and the general public with current information on the many aspects of acceleration, to serve as an international clearinghouse for research and policy on acceleration, and to conduct and support research on the factors that moderate success with different forms of acceleration. Translated introductions to IRPA can be found at http://www.accelerationinstitute.org/Nation_Deceived/International/Default.aspx or from the International Link at IRPA's Website.

In order to extend the research on acceleration, the next Wallace National Research Symposium on Talent Development will feature international research on acceleration. We invite you to attend the Wallace Research Symposium at the University of Iowa in Iowa City, Iowa, on May 16th to 18th, 2010.

We wholeheartedly welcome the participation of our international colleagues in reading *A Nation Deceived* in their native languages. In addition, we encourage all of you to benefit from the information and resources available at IRPA. Together, we will make acceleration an option for the development of gifted students around the world.

Nicholas Colangelo, Susan Assouline, & Maureen Marron
Institute for Research and Policy on Acceleration
Belin-Blank Center for Gifted Education
and Talent Development
College of Education, The University of Iowa

11TH ASIA PACIFIC CONFERENCE ON GIFTEDNESS

THINKING SMART: EFFECTIVE PARTNERSHIPS FOR TALENT DEVELOPMENT



SAVE THE DATE

Sydney Convention & Exhibition Centre
Darling Harbour, Australia

29 July – 1 August 2010



Bookmark this website: www.gifted2010.com.au

The theme of the meeting "Thinking Smart: Effective Partnership for Talent Development" has already attracted the participation of world-renowned specialists at the cutting edge of gifted education. Australia has a history of raising the profile of gifted education through the promotion of professional knowledge and skills, policy development and advocacy, research and scholarship, and the dissemination of information. Hosting the Asia Pacific Conference in 2010 is part of that commitment.

The **Call for Papers** information and a link for online abstract submission for the 11th Asia Pacific Conference on Giftedness are available on the conference website at <http://www.gifted2010.com.au/call-for-papers>. Contact Fleur Fitzpatrick on fleur@wsm.com.au.

Sub-themes for abstracts are advocacy and policy, curriculum approaches, dual exceptionality, indigenous students, learning communities, rural and isolated students, school-family partnerships, spiritual and emotional development, technology, and creativity.

Please, note the following important deadlines regarding Call for Papers:

Abstract submission deadline: January 29, 2010

Notification of acceptance of proposals: March 26, 2010

**Speaker acceptance notification
and registration deadline:** April 16, 2010

The Convenor of 2010 Gifted is Wilma Vialle, President of the Australian Association for the Education of the Gifted and Talented. The Conference Manager is Laura Hampton (laura@wsm.com.au), and the Program Convenor is Jim Watters.



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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***World Gifted*, November 2009**

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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 300-word limit and be formatted double-spaced, 12-point Times New Roman, and not justified. The submission deadlines for 2010 are as follows:

January 15, 2010 for the first 2010 issue

April 15, 2010 for the second 2010 issue

September 3, 2010 for the third 2010 issue

December 10, 2010 for the first 2011 issue.

Calendar of Upcoming Events

March 5 – 7, 2010

California Association for Gifted (CAG)
Sacramento Convention Centre
Sacramento, California
<http://www.cagifted.org/>

July 29 – August 1, 2010

11th Asia Pacific Conference on Giftedness
Sydney Convention & Exhibition Centre
Darling Harbour, Australia
Theme: Thinking Smart: Effective Partnerships for Talent Development
www.gifted2010.com.au

November 11 – 14, 2010

57th Annual Convention - National Association for Gifted Children (NAGC)
Atlanta, Georgia
Theme: Great Minds Leading the Way
<http://www.nagc.org>

August 8 – 12, 2011

19th WCGTC Biennial World Conference
Incheon University
Seoul, Korea



Gifted and Talented International

Articles for the journal are welcomed and may be submitted at any time.