



Successful World Conference for Gifted and Talented Children Held in Prague

The Golden City of Prague, Czech Republic, was the site of the 19th Biennial World Conference August 8-12. More than 450 people from around the globe interested in advancing gifted education participated in the conference. Educators, parents, and students from 57 countries attended the opportunity in Eastern Europe to share the latest scholarship and information on gifted education. More than 330 sessions and talks on innovative educational practices, strategies, and theories were available to choose from, and networking opportunities abounded. The Czech representatives were gracious hosts and encouraged conference goers to tour and enjoy their beautiful historic city when time permitted.

This was the first conference since the WCGTC relocated to Western Kentucky University, and several educators from WKU were on hand to share the latest about the new World Headquarters and plans for the future. "Conference goers were excited to hear about the wonderful new facilities WKU has provided for the WCGTC at Gary A. Ransdell Hall and to meet our new Executive Administrator Tracy Harkins," said Dr. Julia Roberts, Mahurin Professor of Gifted Studies. "As a member of the Executive Committee, I was proud to hear from WCGTC members how smooth the transition to WKU has gone for them and how much they are looking forward to working with us and our staff."

provided a wonderful venue and exceptionally well-run conference. Special thanks go to WCGTC President Taisir Subhi Yamin for leading such a successful effort.



The next World Conference will be held in Auckland, New Zealand, August 5-9, 2013. This will be the first time the conference has been held in New Zealand, and local conference organizers in Auckland are already at work promoting their magical City of Sails and encouraging as many World Council members and others interested in gifted education to participate. For more information on the 20th Biennial World

Conference *The Soul of Giftedness*, see the special conference website at www.worldgifted2013.com.

For the first time WCGTC delegates and members at the conference were also given opportunities to provide feedback on everything from conference proceedings to the WCGTC website. Those ideas will be incorporated in the months ahead. The Executive Committee of the World Council and the local Organizing Committee in Prague

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Executive Committee Members (left to right) Taisir Subhi Yamin, Julia Roberts, (Tracy Harkins, Executive Administrator,) Leonie Kronborg, Klaus Urban, Ümit Davashgil, Leslie Graves, & Ken McCluskey, at World Conference in Prague, August 2011.

EXCELLENCE IN GIFTED EDUCATION: TOWARD A NATIONAL AGENDA



Taisir Subhi Yamin
President, WCGTC

On October 22, 2011, I was invited as a keynote speaker to address the participants of the international conference “El Desarrollo Del Talento: 20 Años Del Programa Estrella” organized by la Universidad Camilo José Cela in partnership with la Institución Educativa SEK. This international conference in Madrid, Spain marks the 20th anniversary of the Spanish Association of the Gifted. Four other keynote speakers were invited including: Joseph Renzulli, Sally Reis, Howard Gardner, and Christoph Perleth. Six months ago, I was invited as a keynote speaker to address the participants of the 6th International Congress on Psychology and Education and the 3rd National Congress on Educational Psychology that took place in Valladolid, Spain (March 29-April 1, 2011.) These high level events reflect the progress and increased interest in this field of knowledge, and emphasize commitment to nurturing the gifted, the creative, and the talented.

In my keynote, I pointed out that the challenge for Spain is to create a national agenda for Excellence in Gifted Education that can maximize the performance and outcomes of the educational system in general and the contributions of gifted education in particular. In spite of the complexity of this topic, progress has been made. Given the importance of human capital and the investment in gifted, talented, and creative learners, gifted education must be scientific, systemic, coherent, and expect accountability for students’ progress. So, why do educational systems spend so little time and resources on developing creativity and innovation skills? In agreement with Shavinina (2009), I strongly believe that gifted, creative, and talented citizens are “guarantees of political stability, economic growth, scientific and cultural enrichment, psychological health, and the general prosperity of any society in the 21st century” (vii). “One way to understand the history of human civilization is via inventions and discoveries of the gifted” (vii).

This keynote speech attempted to highlight the major components of a national agenda that aims to expand opportunities for gifted, creative, and talented children. I reflected that this international conference should significantly advance this field of knowledge at the national level by presenting innovative emerging trends and integrating excellence into gifted education. The overall objective of the proposed national agenda is to enhance the capacity of gifted education to contribute more to Spain’s cultural, social, political, and economic strengths. Excellence in gifted education is aimed at preparing gifted children to become adult innovators. This implies that the educational system should invest in innovation education, taking into consideration that innovation is an integral part of giftedness, and creativity is the first step in the dynamic innovation process.

But, how can we promote inter-cultural dialogue to stimulate creativity and innovation in education in order to understand the world better and to improve standards of life? In the context of excellence in gifted education, capacity building means that we provide: Resources; facilities; training; and mentoring to: Maximize the potential of both teachers and students; Concentrate on their strengths to advance their performance levels and; Foster teachers’ and students’ executive abilities (e.g., fostering know-what and know-how competencies.) Ambrose (2009) pointed out that the educators of the gifted need strategies to make their students aware of contextual influences, so the influenced deserve to know much more about their socioeconomic, political, and cultural contexts.

Over the last five decades, we have observed a number of trends in gifted education, including: Changing views of the conception of giftedness; changing views of the conception of creativity; developing of different models and tools for screening and identification; increasing use of educational technology and computerized provisions designed to meet the needs of gifted, creative and talented students; increasing emphasis on developing gifted learners’ productive thinking skills; and the increasing impact of understanding and implementing creativity and entrepreneurship.

Given the importance of human capital and the investment in gifted, talented, and creative learners, gifted education must be scientific, systemic, coherent, and expect accountability for students’ progress.

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Gifted education has taught us many lessons including: There always has been an unavoidable tension and conflict between efforts to promote and strengthen gifted education and those that promote educational equity; the importance of capacity building

...gifted education should be employed effectively as a powerful tool to economic development and over-all progress of a country...

and mobilization of resources; excellence is superior quality which cannot be defined but can be recognized when it is present; it is only possible to do your job well when you understand what is expected; globalization has led to the internationalization of gifted education and increased social interaction; a new vision of gifted education is required which emphasizes a holistic, dynamic, interdisciplinary approach to developing a learner's competencies

(knowledge, skills, expertise); gifted education should be employed effectively as a powerful tool to economic development and over-all progress of a country; the government should take the initiative to encourage private initiatives and investment in gifted education; private initiatives must play an equal role in this field of knowledge; and excellence in gifted education is a vision beyond traditions.

A national agenda identifies the following pillars to be addressed, including:

- The learners are the central focus of the national agenda. Consequently, it facilitates a school-wide culture of excellence and creativity.
- The importance of legislation, in addition to identifying issues and policy priorities related to gifted education.
- Developing and maintaining public awareness programs, and promoting national and regional coordination and communication between intersected and concerned individuals, groups, and institutions.
- The proposed program is dynamic and relevant. In other words, the national agenda promotes dynamic approaches to the delivery of gifted education. The gifted learner has a right to have up-to-date challenging curricula and pedagogical support.
- The proposed educational provisions should prepare students for 21st century skills, including: Digital age literacy; effective communication; productive thinking; teamwork/collaboration;
- Emphasis must be placed on encouragement through mentoring, e-Mentoring, parental involvement, and community involvement.

"Courage is much needed for potential innovators" (Shavinina, 2009, p. 1265);

- Facilitates school leadership and management;
- Recommends evaluating the productivity of this field of knowledge, taking into account that the notion of productivity describes the benefit received in exchange for investment, effort, and money expended.
- Makes efficient use of the byproducts and services of gifted programs in regular classrooms (e.g., extending the pedagogy of gifted education to the regular classroom);
- Should focus on the need for increasing financial resources. All sectors and community organizations are responsible for the allocation of financial resources required for gifted education.
- Should be concerned with research and literature pertinent to gifted education. Human and financial resources should be available to activate and strengthen research and publishing.

There are many variables impacting on the formulation of a national agenda. Factors such as: The social and cultural variation within the community; the epistemic heritage of the community; the nature of the global economy, and the economic variations within the community / country; the exponential growth of information, communication and technology in the digital world; the philosophy, aims, and objectives of the educational system; the school culture and the instructional/learning environment that stimulates and challenges individuals; the professional development and capacity building programs; and the community interests, needs and resources.

This keynote outlined a set of urgent recommendations for strengthening the existing gifted programs and extending the current practices. In conclusion, I would like to make use of this opportunity to announce that the World Council for Gifted and Talented Children (WCGTC) declared 2013 as "The International Year of Giftedness and Creativity (IYGC-2013)." More details about the next world conference and the IYGC-2013 will be published in future newsletters.

References:

- Ambrose, D. (2009). "Large-scale socioeconomic, political, and cultural influences on giftedness and talent." In L.V., Shavinina (2009). *International Handbook on Giftedness*. Netherlands: Springer.
- Shavinina, L. V. (2009) (Ed.). *International Handbook on Giftedness*. Netherlands: Springer.

AUSTRIA



White paper "Promotion of talents and excellence"

In cooperation with the inter-ministerial Task Force for Gifted Education and Research, the Austrian Research and Support Centre for the Gifted and Talented has published a White Paper on the promotion of talents and excellence. The White Paper calls for the promotion of talents and excellence in every educational institution (so-called "areas of action"), ranging from kindergartens, schools, and universities to adult education facilities, communities, and companies. It describes how the promotion of talents can be implemented in each of these areas of action. Furthermore the White Paper discusses the importance of research, the creation of support and research networks, and the relevant training for teachers and counselors.

The Task Force for Gifted Education and Research consists of representatives from the Ministry for Education, Arts and Culture, the Ministry of Science and Research, and the Austrian Research and Support Centre for the Gifted and Talented. The objective of the Task Force is to develop national strategies for gifted education and to systematically implement support and research in kindergartens, schools, universities, and other educational institutions.

An English version of the White Paper will be available in January 2012 and can be downloaded from the website of the Austrian Research and Support Centre for the Gifted and Talented at: www.begabtenzentrum.at > Publications > ÖZBF Publications.

Sincerely,
Dr. Claudia Resch
ÖZBF Österreichisches Zentrum für Begabtenförderung
und Begabungsforschung

BRAZIL



The "IRS - Instituto Rogerio Steinberg" (Rogerio Steinberg Institute) is a nonprofit organization that since 1997 has been committed to reducing social inequality, enabling children and youngsters to fully enjoy their citizenship rights. So far, the institute has worked with over 30 municipal schools and charity institutions in Rio de Janeiro, Brazil, and approximately 26,000 children and young people have already benefitted from the programs. The IRS targets gifted children and young people from low-income families, aiming to offer them complementary education, creating opportunities for the development of their talents and skills. Based on Howard Gardner's theory of multiple intelligences, the IRS believes that helping these underprivileged people by discovering and stimulating their skills and talents, can be an important factor in the development of the logical reasoning and the cognitive and creative potential necessary for successful academic achievement.

The IRS promotes two independent and complementary programs:

Bringing out Talents - It is held in municipal schools and charity institutions, with activities related to arts and crafts and information technology, discovering new talents and skills.

Developing Talents - It takes place on the IRS premises, and it is for gifted children and young people selected in the above-mentioned program, promoting activities that develop a number of individual talents: creativity; sociability; enterprising skills; and spirit of volunteerism. In addition, both professional orientation and academic support are provided aimed at inclusion in the labor market.

Besides these programs, the IRS has a partnership with the public sector in order to further identify students with special gifts and skills. To achieve this, the IRS provides seminars and courses to train municipal schoolteachers. The IRS believes that identifying and nurturing specially gifted students is strategic for the social and economic development of Brazil. For more information visit the website at: www.irs.org.br, or contact by email at: institutorogeriosteinberg@irs.org.br or by phone at: +55212239-0448 or +55 212239-0448.

Submitted by
Denise Fleith
Delegate for Brazil

ECUADOR



After years of planning and sacrifice we have formed the Institute Foundation Sueño Magico. We are an organization whom looks to protect and guarantee the educational and social and emotional development of gifted students. This is a charitable endeavor supported by a grant. We use the term gifted or talented or exceptional students instead of "super-dotado" or genius since a negative social stigma exists when those terms are used. In our case gifted ones are children who have the potential for development in one or more areas of interest. There are those gifted in arts, sciences, sports and leadership. Others have used specific academic abilities like in sciences and mathematics.

For gifted in the arts and sports, many facilities exist where they can develop and demonstrate their talents. But for the intellectually gifted, places do not exist to develop or demonstrate those talents. At our Institute we recognize the talents of those children with an intelligence quotient of 130 or more. At present our educational system does not address the educational needs of these high scoring students and the majority of our teachers and professionals do not have the training to assist them. The most significant problems we see due to this lack of attention is limited educational opportunities and emotional and behavioral issues which sometimes lead to dropping out of school.

The mission of our Institute is to: assist schools with realizing programs for gifted students; to alert the Department of Education to the needs of gifted children; to certify schools that do fulfill the needs of gifted students; to provide workshops and information to private and government institutions; to develop and provide programs directed to professionals and children; to obtain funding from private and government sources for scholarships for the development of the needs of gifted children; to provide sponsorships and mentorships; to identify and create a registry of gifted children in Ecuador; and to produce publications.

Several schools have recognized our work and are asking us for conferences on the subject of gifted children. We have realized workshops on the sciences, emergency medical, cartoon drawing, handicrafts, creative thought, and biology. We have also provided conferences for the Ministry of Education, private schools, and sponsor an annual Educational Congress for professional exchange. Subjects at the Congress have included identifying gifted students, social and emotional needs of the gifted, and what parents and teachers need to know. Five Congresses have been held so far. Our next Congress will be in May 2012 at the Megamaxi Convention Center.

Dra. Msc. Fanny Alencastro
Director, Académica Del Instituto Educativo Sueño Mágico
Quito, Ecuador

IRELAND

Ireland correction and update

In our last newsletter, the report on Ireland incorrectly stated that Peter Lydon MA. (NUI) H.Dip.Ed (Hons) (TCD) was "the Irish contact for the European Talent Day initiative and also the National Gifted Awareness Day." Mr. Lydon is in fact the originator and founder of the National Gifted Education Awareness Day and is the Ireland contact for EU Talent Day. He co-founded 'National Gifted Education Awareness Day / EU Talent Day Ireland' with Dr. Catherine Riordan and Karen McCarthy as a two-day event on April 8th and 9th 2011 to raise awareness on a national level of the educational needs of gifted children and to celebrate talent. This event involved distributing a full color poster and information leaflet to every school in Ireland and running several events to celebrate EU Talent Day. The event was widely referenced in the national media.

In April two new gifted organizations were also established in Ireland. Mr. Lydon, Dr. Riordan, and Ms. McCarthy founded TEACH Ireland - 'Teachers of Exceptionally Able Children Ireland' - an association to support and inform teachers of the needs of gifted children (www.teachireland.org). They have also established a new national level representative body for gifted advocacy groups called Gifted and Talented Network Ireland (www.gtnetwork.ie) with members all over Ireland.

Further information can be found on Mr. Lydon's website www.giftedandtalented.ie and on Dr. Riordan's and Ms. McCarthy's website www.dazzledandfrazzled.com.

Delegate Discourse continued

SPAIN



For some time, professionals in Spain have recognized the need for attention to meet the educational needs of gifted and talented children. Parents have expressed at the highest level recognized by legislation to meet their children's educational needs, which states that education should be aimed at developing the personality, talents, and mental and physical abilities to their fullest potential.

In Spain, the terminology to describe a child with intellectual giftedness is related to special/specific educational needs, what the child needs in the classroom, versus a child with mental retardation. High ability is a broader term that has included children with intellectual giftedness and children with other talents: creative, math, sports, etc. The LOCE and the Royal Decree of July 18, 2003 ensures that:

1. Intellectually gifted students shall be paid specific attention by an instance of the education authorities.
2. In order to respond with the most appropriate education for these students, education authorities take the necessary steps to identify and assess their needs early.

In Spain, the Organic Law of Education (LOE) states "It is the education authorities responsibility to take the necessary measures to identify students with high intellectual capabilities and assess their needs early. Also it is their responsibility to take appropriate action plan for those needs." It is important to know that each Autonomous Community has their own educational policies, but it must maintain the basic law that is legislated from the Ministry of Education in Spain.

For 22 years, Huerta del Rey Center has pursued the objective of addressing the psychological and educational needs of gifted children and their families and professionals that affect their education. Since its inception, it has had five levels: identification, research, enrichment courses, training, and publications. They are considered a pioneer, and their resource center is unique in the attention to the development of gifted children in Spain and internationally.

There are universities and associations of parents that promote education extracurricular programs for these students too. For example, for 12 years the Community of Madrid.

Yolanda Benito
Delegate for Spain

TAIWAN



The *White Book of Gifted Education* released by the Taiwan Ministry of Education in March 2008 outlined four ideals of gifted education and seven developmental dimensions. The strategies mentioned in the seven dimensions could lead to the following seven action plans to upgrade the quality of gifted education within six years (2008-2013): 1. Magnifying resources and teaching support system, 2. Promotion of gifted education ideals with advanced media and technology, 3. High-quality multi-dimensional identification and adaptive placement, 4. Differentiated curricula and holistic counseling, 5. Diversified teacher training and professional development, 6. Discovery of disadvantaged gifted students and teaching with proper adjustment, and 7. Professional assessment and effective supervision.

The Chinese Association of Gifted Education (CAGE) and several Normal Universities are entrusted to implement the dozens of strategies and action plans. Twenty-six plans have already been or are being implemented by CAGE executive members, but others remain to be done.

Since we are now entering the fourth year of action plan implementation and celebrating 100 years of the republic of China throughout 2011, our government will reshuffle its system including the Special Education Unit to achieve better government performance, arrange a special education academic conference and exhibition December 9-12, 2011, and create two projects "An Balanced Development Plan for Different Categories of Gifted Education" based on the conclusions reached in the Conference of National Gifted Education Development and "Gifted and Talented Education Action Plan: Progress and Perspectives" to indicate implementation progress and development results.

In the latter project "Gifted and Talented Education Action Plan," the Department of Special Education of National Taiwan Normal University is entrusted with the responsibility of developing a long-term project for 2012-2013 and compiling suggestions to prepare another six-year action plan for gifted education from 2014 to 2019 to plan for a golden decade of gifted education in Taiwan.

Ching-chih Kuo, Chairperson & Professor
Dept. of Special Education
National Taiwan Normal University
Delegate for Taiwan

Website Redesign

The WCGTC website is being redesigned. The new site will be much more user friendly and is scheduled to be ready by the end of 2011. The new website design is based on input from numerous WCGTC members- including many of those who attended the World Conference in Prague. Connie Phelps from Emporia State University also provided comments from her students who evaluated many gifted education websites from around the world. If you experience technical difficulties with the current website, please be patient as we update our new look. We promise it will be worth the wait!

WCGTC Audits Available

Electronic copies of the 2009 and 2010 audits for the WCGTC are now available. Since the WCGTC website is under construction, we are unable to post them to the current website but they will be posted on the new one when it is launched. In the meantime, if you are a member and would like a copy of one or both of the audits, please contact us at: headquarters@world-gifted.org and we will be happy to email them to you.

World Conference Proceedings

At the World Conference in Prague, all participants were asked to submit copies of their presentations, keynotes, and papers to the WCGTC by the first week of December. After that date the papers will be compiled into an e-book. There were more than 330 sessions and talks at the World Conference so please understand that editing and producing the e-book will take time. The anticipated release date for the e-book is February 2012.

Next GTI Journal(s) Publication

The next edition of *Gifted and Talented International (GTI)* journal will be a double issue including a number of articles. The Volume 26 (1&2) special issue will be released as a hard copy and e-copy by the end of December 2011. The latest GTI will be made available electronically on our website and sent to companies indexing the journal such as EBSCO and ERIC.

WELCOME New Executive Council Members

During the World Conference in Prague the Executive Committee said goodbye to two members, Edna McMillan from Canada and Ngarmmars (Anne) Kasemset from Thailand, and welcomed two new members Dr. Ken McCluskey from Canada and Dr. Ümit Davasligil from Turkey.



Dr. Ken McCluskey, Dean and Professor of Education at the University of Winnipeg, is known internationally for his work in several areas, including: mentoring; attention-deficit/hyperactivity disorder; at-risk children and youth (where his *Lost Prizes* and related projects serve as models world-wide for those interested in identifying and developing the talents of marginalized young people); and gifted education. Before becoming a Professor (1998), Associate Dean (2003), and Dean of Education (2005) at the University of Winnipeg, Dr. McCluskey worked for 25 years as a psychologist, special educator, and administrator in the public school system. He has received major program development, creativity, and publication awards from the Canadian Council for Exceptional Children, the International Centre for Innovation in Education, the World Council for Gifted and Talented Children, and Reclaiming Youth International (along with his institution's teaching, research, and community service awards.) A popular keynote and invited speaker, he has written well over 100 professional articles and chapters, and is the author, co-author, or editor of 20 books, including *Understanding ADHD: Our Personal Journey*, *Lost Prizes: Talent Development and Problem Solving with At-Risk Populations*, *Mentoring for Talent Development*, and *Enriching Teaching and Learning for Talent Development*.



Dr. Ümit Davasligil is a graduate of the American College in Istanbul, and earned her license, and PhD degree at Istanbul University. She is the founder of the first Division of Gifted Education in Turkey in 2002, which initiated a licensed four-year program, a Masters program in 2003, and a PhD program in 2006. She was also the developer and coordinator of the program and model for gifted students started through the cooperation of the Turkish Ministry of Education and Istanbul University at Beyazıt Ford Otasan Primary School. Her research interests are predominantly in creativity and thinking skills in gifted students and early identification of mathematically precocious children. She was the Deputy Dean (1999–2005), member of the Executive Committee (1999–2008), head of the Division of Classroom Teacher Training (1999–2002), and head of the Department of Special Education and the Division of Gifted Education (2002–2008) of Hasan Ali Yücel Faculty of Education of Istanbul University. Although she retired from Istanbul University in July 2008, she still continues to teach courses in gifted education for MA and PhD programs. Since 2010, she has been head of the Department of Special Education and the Division of Gifted Education of the Faculty of Education at Maltepe University in Istanbul, Turkey.

13th International ECHA Conference Sept. 12–15, 2012 – Munster, Germany

GIFTEDNESS ACROSS THE LIFESPAN



We would be pleased and honoured to welcome you in Münster, Germany, to the 13th International ECHA Conference on *Giftedness Across the Lifespan*. The conference is hosted by the International Centre for the Study of Giftedness (ICBF). We are looking forward to a stimulating dialogue and challenging discussions focusing on the different needs and demands of gifted individuals in each particular period of their life (early childhood, school life, professional education).

The 13th ECHA Conference *Giftedness Across the Lifespan* opens on Wednesday, September 12, 2012 with the keynote of Prof. Nicolas Colangelo, University of Iowa, USA. In total there will be more than 100 lectures, symposia, and workshops. As participants we expect researchers and students from diverse countries just as practitioners, i.e. teachers, psychologists, nursery school teachers, and interested parents. For more information and to download a conference registration brochure go to: www.icbfkongress.de/en.



GIFTEDNESS 2012

The 12th Asia-Pacific Conference on Giftedness
Nurturing Talent, Growing Potential

Hamdan Bin Rashid Al Maktoum Award for the Distinguished Academic Performance will host the 12th edition of the Asia Pacific Conference on Giftedness in the United Arab Emirates from July 14 - 18, 2012 at the Dubai International Convention & Exhibition Center.

This first Conference on Giftedness set in the Arabian Gulf will cement the region's commitment to and contribution in consolidating the development of world class standards and best practices for the gifted and talented students' community. The main theme of the 12th Asia-Pacific Conference on Giftedness will be *Nurturing Talent, Growing Potential - Capitalizing on human potential at the early stages and nurturing talent through education*.

In line with the Asia Pacific Conference on Giftedness 22 year tradition, the proposed program will feature a balanced blend of informative keynote presentations, and practical learning sessions along with educational youth camp activities. The event aims at providing professionals with reliable methodologies and best practices to identify and nurture talented children. For more information and to download a conference registration brochure go to: www.giftedness2012.com/

First International Day of the Gifted held August 10

The recent World Conference in Prague saw the inauguration of the first ever International Day of the Gifted. Many of us are aware of other organizations supporting children with unique needs, such as those with autism or dyslexia, which celebrate similar international events. However, we wondered if staging an event for the 'gifted' might be seen as unnecessary as this population has not always been viewed as needing to be recognized or celebrated. WC Executive Committee member Edna McMillan (Canada) and I were very excited when the suggestion to hold this day at the World Conference was met with a positive response by the rest of the Executive Committee. It was wonderful to see the participation from the gifted community and their assistance in making this amazing event happen.

Edna McMillan chaired the The International Day of the Gifted which had two themes. The first- celebrating awareness of gifted children around the world - was introduced by a performance by EC member Klaus Urban (Germany), playing guitar and singing a song about a gifted boy, and then highlighted by Roya Klingner, Delegate (Germany), with a wonderful video she produced with messages from many gifted children and their families from around the world. Roya has always dreamed of a "High Ability Kids Day" and her vision contributed to making the International Day of the Gifted possible. The second theme- acknowledgement of the growing awareness of efforts by communities around the world - was showcased by a PowerPoint presentation yours truly produced, with assistance from the global gifted networking communities. A number of photo slides were contributed by supporters from many countries and used in both themes. These came from a photo quote project managed by Mary St. George of New Zealand, to be used by all who support gifted issues.

Celebrate
International Day
of the Gifted
August 10!

The event culminated with several people speaking about other gifted celebration initiatives various countries have put in place that focus attention on talent, giftedness, high ability, and creativity and the educational issues surrounding students and the adults they will become. Speakers included Tracy Inman (USA) talking about SENG National Gifted Parenting Week, Christian Fischer (Germany) for EU Talent Awareness Day for Europe, and Elaine Le Sueur (New Zealand) for Gifted Education Week in her home country and site of the next World Conference in 2013. The hope is that these efforts will encourage more and more countries to establish focused initiatives of this kind.

WCGTC President Taisir Yamin expressed his view that the celebration reminded us of what we were working for, and putting all differences aside, could help us to focus, with renewed empathy and support for each other's efforts in regards to our children and the global gifted community in general. He also announced the upcoming International Year of Giftedness and Creativity celebration at the WCGTC 2013 in New Zealand. Please feel free to share these links from the event.

International Day of Gifted Children -
by Roya Klingner: tinyurl.com/6exmoun

Celebrating WCGTC International Day of Giftedness -
by Leslie Graves: tinyurl.com/3zsssb9

Gifted Photo Quote Project -
by Mary's Global Gifted Community: tinyurl.com/3s9ek4n

Submitted by Leslie Graves, EC Member

In Memoriam



DR. JOHN GEAKE died at age 62 on September 8, 2011. Dr. Geake, Professor of Learning and Teaching in the School of Education at the University of New England in Australia, was described as "one of the very few absolute best in his field, who was held in the highest respect because of his wisdom." Dr. Geake received a degree in Physics from the University of New South Wales, an A.Mus.A from the Australian Music

Examinations Board with the flute, a diploma of Education, a Master's degree in Education and a science PhD. In the late 1980s Dr. Geake was the Conservatorium director of Lismore and a college lecturer at the University of New England (Northern Rivers). Developing an interest for the teaching of gifted children, he taught at the new Southern Cross University in Lismore, and at the University of Melbourne, where he was a tenured senior Lecturer. Dr. Geake co-founded the Oxford Cognitive Neuroscience Education Forum and conducted research at the Centre for Functional Magnetic Resonance Imaging of the Brain in Oxford, UK. In 2002, he received an Eminent Gifted Educator Award from the Australian Association for the Gifted and Talented. Dr. Geake published more than 60 articles, book chapters, and books on a wide range of educational issues. His latest publication was *The Brain at School: Educational Neuroscience in the Classroom*.



DR. S.C. UTAMI MUNANDAR from Indonesia passed away at age 80 on July 15, 2011. Dr. Munandar was a professor of Psychology at the University of Indonesia. She was a Delegate to the WCGTC

for many years and a member of the Executive Committee at the end of the 1990s. Since 1992 she was the representative for Indonesia for the Asia-Pacific Federation on Giftedness. The author of several books and publications, she also participated in several World Conferences. Her publications included *Approaches to Enhance Children's Creativity in Indonesia* and *Optimizing Excellence in Human Resource Development*.

International opportunities

FIRST LEGO League

The FIRST LEGO League (FLL) is a partnership between FIRST and the LEGO group. FLL is a robotics program and international competition for elementary and middle school students (ages 9–14 in the USA and Canada, 9–16 elsewhere). FIRST (For Inspiration and Recognition of Science and Technology) is an organization founded by inventor Dean Kamen in 1989 to get children excited about science and technology and to teach them valuable employment and life skills.

FLL can be used in a classroom setting but is not solely designed for this purpose. Teams, composed of up to ten children with at least one adult coach, can also be associated with a pre-existing club or organization, homeschooled groups, or just a group of friends. Coaches do not need technical experience because the children do the work.

In September each year, a new challenge is announced that focuses on a different real-world topic related to the sciences. The students work out solutions to the various problems by completing a research project and programming an autonomous LEGO robot using a MINDSTORMS robot kit. They then meet for regional tournaments to share their project and have their robot complete tasks on a thematic playing surface. FLL also has a scaled-down robotics program for children ages 6–9 called Junior FIRST LEGO League. FLL has over 19,000 teams in over 55 countries and is constantly expanding. For more information see: www.firstlegoleague.org.

for students & educators

FOUNDATION JAMES DYSON

The James Dyson Foundation believes to solve the 21st century challenges of sustainability, housing, and an aging population we need more engineers. The Foundation aims to inspire young people to study design and engineering. James Dyson is a British industrial designer and founder of the Dyson company. He is best known as the inventor of the dual cyclone bagless vacuum cleaner which works on the principle of cyclonic separation. The James Dyson Foundation was set up in 2002 to support design and engineering education. As the Foundation grows, they are expanding their education work internationally. As part of that effort the Foundation's charitable trust sponsors the annual James Dyson Award,

an international student design award, currently in 18 countries to encourage the next generation of design engineers to create, challenge, and invent. The James Dyson Award inspires and encourages students from around the world to engineer a solution to an everyday problem. Contenders have included fold-up scales, water purifiers, a new kind of hammer, and an iron you can wear like a glove. The winner gets a £10,000 prize and a trip to Dyson's research facility in the UK. Some of the winners have even gone on to join the Dyson team. The James Dyson Award is open to product design, industrial design and engineering university level students (or graduates within 4 years of graduation) who have studied in the following countries: Australia, Austria, Belgium, Canada, France, Germany, Ireland, Italy, Japan, Malaysia, the Netherlands, New Zealand, Russia, Singapore, Spain, Switzerland, UK, and USA. A panel of leading designers, engineers, and design critics in each of the 18 participating countries shortlist the top ten entries and name the national winners. A panel of Dyson design engineers scrutinize all national projects selecting the top 20. An international judging panel of high-profile designers, engineers, academics, and journalists pick 15 international finalists. Informed by the international judges, James Dyson names the winner and two runners-up. For more information see www.jamesdysonfoundation.com or www.jamesdysonaward.org.

Upcoming Conferences & Events

Around the Globe



■ November 3-6, 2011

NAGC (National Association for Gifted Children) 58th Annual Convention

Advancing Potential and All That Jazz

New Orleans, Louisiana, USA - www.nagc.org

■ November 18, 2011

NACE (National Association for Able Children in Education) Secondary Conference

Maths & Science for the More Able

Keynote: Dr. David Whiteside, Research Associate, University of Bristol

Liverpool, England - www.nace.co.uk/

■ November 19, 2011, 9-10 p.m. (CET) (3-4 p.m. US-EST)

Global Virtual Meeting for Gifted Education in Second Life

Guest speaker, Truus van der Kaaij, the Netherlands (online, free!)

www.begabungszentrum-bayern.de/global-virtual-meeting-for-gifted-education-in-secondlife/

■ November 25, 2011

Gifted and Talented Children: The Research Approach

Mind in Movement: New Approaches to the Improvement of Talent and Potential

Keynote: Maureen Neihart, National Institute of Education, Singapore

Aula Foscolo, Università degli Studi di Pavia, Pavia, Italy - talento.myblog.it/

■ November 26-30, 2011

IRATDE (International Research Association for Talent Development & Excellence)

2nd International Conference for Talent Development and Excellence

Jubail, Saudi Arabia - www.ictde2011.com/

■ March 2-4, 2012

California Association for the Gifted 50th Annual Conference

Golden GATE, 50 Years of CAG: Leadership, Innovation, & Creativity

Palm Springs, California - www.cagifted.org

■ July 14-18, 2012

The 12th Asia-Pacific Conference on Giftedness

Nurturing Talent, Growing Potential

Dubai, United Arab Emirates - www.giftedness2012.com

■ September 12-15, 2012

13th International European Council for High Ability Conference

Giftedness Across the Lifespan

Münster, Germany - www.echa2012.info



World Council Publications

World Gifted

World Gifted newsletter is the bulletin of the World Council. It contains the latest news and information concerning the organization, its membership, and the international gifted education community. It is published three times a year.

We invite all members to contribute and report on anything that would be of interest to other members, such as events and initiatives, news about regional organizations, profiles of individual members, or announcements.

Submissions should include the name of the author, title, and country of residence. Send contributions for consideration to: Tracy Harkins, Editor, at headquarters@world-gifted.org. Please give us enough lead time if the submission concerns an upcoming event.
(Newsletter graphic design by Gail Hiles.)

Gifted and Talented International

Gifted and Talented International (GTI) is the official journal of the World Council. *GTI* is refereed by an editorial review board of leading international educators of the gifted. It is published twice a year.

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

Prospective authors are requested to submit inquiries and manuscripts to:

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