



WorldGifted

newsletter of The World Council for Gifted and Talented Children

www.world-gifted.org

Kentucky to Host 20th World Conference

Celebrate giftedness and creativity at the 20th Biennial World Conference in Louisville, Kentucky, USA, August 10-14, 2013. This unique, international event brings together leaders in the field of gifted and talented education every two years and is the official conference of the World Council for Gifted and Talented Children.

Kentucky is home to the headquarters of the WCGTC, and the Executive Committee will be organizing the conference. The last time the World Conference was held in the United States was in New Orleans, Louisiana, in 2005.

2013 is the international year of giftedness and creativity, and this is reflected in the conference theme, "Celebrating Giftedness and Creativity." The conference will include several diverse strands that have been developed to allow for a full exploration of the theme.

Louisville is the largest city in Kentucky. It is best known for the Kentucky Derby, the oldest continuously held horse race in the country. Louisville has experienced significant urban revitalization in recent years, including the conversion of former industrial sites into Waterfront Park and the development of a pedestrian mall called *Fourth Street Live!*

keynote speakers

Peter Csermely – Hungary
Christian Fischer – Germany
Todd Lubart – France
June Maker – USA
Megan Foley Nicpon – USA
Roland Persson – Sweden
Sally Reis – USA
Joseph Renzulli – USA
Tracy Riley – New Zealand
Linda Silverman – USA

Several museums are located downtown, including the Kentucky Science Center with the interactive *The World We Create* hands-on exhibits, the Louisville Slugger Museum and Factory that manufactures the famous wooden baseball bat, the Frazier International History Museum, and the Muhammad Ali Center highlighting the Louisville native's boxing memorabilia.

Kentucky is world renown for its bourbon whiskey with one third of all Kentucky bourbon produced in Louisville. Louisville natives are known for their friendliness, and conference goers will find the world conference venue a comfortable and easy place to explore. *Lonely Planet*, a top guidebook publisher, recently rated Louisville America's No. 1 travel destination.



Message from the President.....	page 2
Tribute to Annemarie Roeper.....	page 3
Delegate Discourse.....	pages 4-9
News and Notes	page 10
ICBF/ECHA conference report.....	page 11

Inside

Information and registration details can be found on the World Council website at www.world-gifted.org and on the new conference website at www.worldgifted2013.org. We encourage you to attend the World Conference in 2013 and discover the beautiful Bluegrass state.

WHAT'S NEXT?



Taisir Subhi Yamin, Ph.D. President, WCGTC Chair, World Conference 2013

In less than one year, I will conclude my term as president of the World Council for Gifted and Talented Children (WCGTC). I joined the WCGTC, as a member, in 1989, and was elected as a member of the Executive Committee in 2003.

At our 20th biennial World Conference in Louisville, Kentucky – USA, August 10-14, 2013, my term as president will end. I am proud and honored to have spent four years working as your President to provide the kinds of services that you wanted from the WCGTC.

The WCGTC links together with other organizations, universities, and institutions to hold our biennial world conference in venues around the world. The 2013 World Conference marks the 20th anniversary of the initiation of this professional, high quality international event. The first conference took place in London (1975.) The World Conference sites thereafter were: San Francisco (1977); Jerusalem (1979); Montreal (1981); Manila (1983); Hamburg (1985); Salt Lake City (1987); Sydney (1989); The Hague (1991); Toronto (1993); Hong Kong (1995); Seattle (1997); Istanbul (1999); Barcelona (2001); Adelaide (2003); New Orleans (2005); Warwick (2007); Vancouver (2009); and Prague (2011). We now look ahead to our 2013 conference that will take place in Louisville, Kentucky.

I am very pleased to invite you to participate in the 20th Biennial World Conference, the official international event of the WCGTC. 2013 is the International Year of Giftedness and Creativity (IYGC.) This conference is designed to increase public awareness, increase the investment in gifted and creative students, and generate enthusiasm for the future of this field of knowledge.

This conference will provide a programme with the highest caliber of keynote speakers, scholars, presenters, and exhibitors. It brings leaders in gifted education together to share their knowledge, expertise, and practices from many cultures. The venue provides a perfect scientific platform for gifted education, professional dialogue, and peer networking aimed at strengthening our services and practices that fulfill our mission.

The theme of the conference is “Celebrating Giftedness and Creativity.” It has a number of strands, including: Giftedness: Theory, Research, Practices, and Future Trends; Creativity: Theory, Research, and Practices; Assessment, Screening and Identification: Approaches, Models, and

Tools; Innovation Education; Social-Emotional Needs of the Gifted, Creative, and Talented; Twice-Exceptional Learners; Giftedness, Gender, and Cultural Differences; Moral Education, Values, and Social Conscience; Advocating for the Gifted; Homeschooling, Parenting and Parent Matters; Developing Future Leaders; Partnering Globally for Success; Educational Technology; Curriculum and Classroom Practices; and Guidance and Counseling. It is the only conference that takes place on different continents, deals with all cultures, and includes all people interested in giftedness, creativity, excellence, and talent development; and has the largest network around the world.

We are expecting a large number of participants from around the world to join us in the beautiful city of Louisville, Kentucky, to attend pre-conference workshops, keynote speeches, symposia, and discussion panels. During the conference, members of the WCGTC and delegates will meet and discuss the current situation of the organization, its achievements, and future plans. In addition, we will welcome the new administration. In Louisville, Kentucky, we will also present the WCGTC's awards. The recipients of these awards will be acknowledged in future *World Gifted* newsletters and *Gifted and Talented International* journals. I look forward to meeting with you in Louisville, Kentucky, August 10-14, 2013. For more information see: www.worldgifted2013.org.

Another area of focus during my Presidency has been expanding the services we provide to our members. My team of co-editors and the international board of reviewers have contributed so much to the editorship and publishing the WCGTC journal *Gifted and Talented International (GTI)*. Since 2005, we have published 15 issues. I want to take this opportunity to acknowledge the hard work and dedication of our international team. In partnership with a number of institutions (e.g., ICIE; Ulm University-Germany; Universite Paris Descartes-France; Winnipeg University-Canada), we will continue to work on *GTI*. It goes without saying that I am deeply honored to be the editor-in-chief of *GTI* and a member of its task force aimed at using the journal to help shape, advance, and influence the future of giftedness and creativity research through publication decisions and policies that maintain high standards and encourage young scholars as they will determine the future of this field.

The venue provides a perfect scientific platform for gifted education, professional dialogue, and peer networking aimed at strengthening our services and practices that fulfill our mission.

GTI provides extraordinary service to our community. *GTI* can now claim to be a premier journal in this field of knowledge. It is in very good shape, and its reputation continues to strengthen. We will continue to take quite a broad view in terms of special issues devoted to the best papers, commentaries, and concluding papers from the

best senior scholars. We will try to sustain operational excellence through high-quality review, investment in

This special issue [of GTI] contains a synthesis of two decades of reflection and questions relating to research and the academic world.

emerging research themes, and a high-quality editing process. The success of a special issue depends upon getting the right scholar to write the target paper and the concluding section at the right time, and on the right people to comment, critique, and edit. I will work with the editorial board to develop candidate themes for a number of special issues. We are open to ideas from the members of our community.

In 2010, we published a special issue (Volume 25, Number 1, August 2010) that concerned itself with the conception of scientific creativity and knowledge production models and process. The purpose of this special issue was to shed light on a new model of knowledge production. In his target paper, "Where Does Creativity Fit into a Productivist Industrial Model of Knowledge Production?", Hisham B. Ghassib focused on science as industry, and has grounded it in certain socio-historic peculiarities of modernity. He has also constructed a comprehensive mode of knowledge industry coupled to an epistemological model of scientific rationality. This special issue has allowed us to develop a more comprehensive understanding of scientific creativity, the creative process,

and knowledge production. Hopefully, this special issue serves as a stimulus forum for sharing creative thoughts.

More recently, the second special issue of *GTI* (Volume 27, Number 1, August 2012) provides a target paper, eighteen deep and thought-provoking commentaries, and a concluding article. I believe it is both timely and much needed. There are so many aspects to cultural bias, many of which are rarely considered because they belong to academic fields other than gifted education or psychology; and they all have to be reckoned with to make sense. Roland S. Persson focused on cultural dominance, behaviors relating to a dominant culture, ethnic cultural variation, the new knowledge-based global economy and the resulting change in the role of scientists and science. This special issue contains a synthesis of two decades of reflection and questions relating to research and the academic world. It touches on issues arising from statements made by scientists whose actions continue to be out of line with their words – a situation with which he has never felt truly comfortable. It offers readers an interesting insight into cultures where high ability is an official problem. I am confident that this special issue will spark a deluge of much-needed debate and discussion. (*Editor's note: Roland Persson will be one of the keynote speakers at the 2013 World Conference in Louisville.*)

Finally, thanks to the work of the members of our Executive Committee and the work of all of our committees, delegates and members.

◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆ *In Memoriam* ◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆
Annemarie Roeper, August 27, 1918 - May 11, 2012

Annemarie Bondy Roeper, educator, author, and a founder of The Roeper School, a nationally recognized independent school for the gifted in Bloomfield Hills, Mich., died May 11, 2012 in Oakland, California. She was 93 years old. Annemarie Roeper and her husband, George Roeper, who passed away in 1992, established the school in Detroit in 1941 with nine students. Their educational vision encompassed a profound respect for the individual and a commitment to freedom of growth and learning within an emotionally and intellectually supportive community. Today the school serves 560 students from preschool through high school, and Annemarie is recognized as a pioneering figure in the field of education.



Over the years, Annemarie and George were innovators as educators and people. Early civil rights activists, they embraced integration as both a moral and educational principle. They integrated the student body in 1955 and the school's first Board of Advisors in 1956. That same year, Annemarie and George convened a panel of national experts in the nascent field of gifted education to develop a curriculum for gifted children. In September, the school became only the second elementary school in the country to focus exclusively on gifted education. In 1965, participating in another ground-breaking endeavor, Annemarie consulted with Joan Ganz Cooney on the development of the *Sesame Street* children's television program.

Annemarie became a pioneer in the emerging gifted education community, leading a movement to emphasize gifted children's emotional needs as well as their intellectual needs. Annemarie taught courses in gifted education at Oakland University, and in 1978 she and George founded the *Roeper Review*, a peer-reviewed scholarly quarterly that is still published by the school. Annemarie retired from the school in 1980, and remained a member of the Board of Trustees until 2002. She established a consultation practice in gifted education, and was in demand as a speaker nationally and internationally.

Over her career, Annemarie published more than 100 articles and book chapters, three scholarly books, four children's books, and a recent meditation on dying called *Beyond Old Age*. She also developed the Annemarie Roeper Method of Qualitative Assessment to provide a more holistic understanding of a child's abilities and personality.

AUSTRALIA



Victoria has seen a lot of interest expressed in relation to gifted education as a result of the current State Parliamentary Inquiry, which recently released its report and recommendations. The full report is available at www.parliament.vic.gov.au/etc/article/1341.

The fundamental tenet of this report is that gifted education should be available in every classroom in every Victorian school, across all school sectors. The Committee acknowledges that this will not be easily achieved. In particular, it is an approach that requires all teachers and schools to be given significant direction, advice and support. The Victorian government received over 100 submissions from researchers, academics, universities, schools, teachers, parents, and other interested individuals on aspects of concern regarding the education of the gifted. It was interesting to note that the expansion of the Secondary Selective School Program in Victoria was not one of the recommendations, although there are four in existence in Melbourne. Two that have traditionally produced academically high achieving students, and two relatively new selective high schools out of central Melbourne, that are yet to have final year secondary students. There is also the relatively new John Monash Science School that selects students with an academic aptitude and interest in science to attend from years 10-12.

Comparatively, in New South Wales, there are 17 fully selective schools, plus 25 partial selective schools, one virtual selective school, and 4 agricultural schools, which are also selective. Selective schools offer the opportunity for gifted and talented students to learn together in a school setting tailored to their specific learning needs. Such settings provide academic challenge, rapid progress through basic curriculum with time for further extension and a level of healthy competition. These Selective schools provide many extra curricular activities including a range of musical ensembles/bands, community outreach, Army cadets, performance arts and drama, public speaking and debating, creative arts, leadership, clubs, and lots of sports.

In Western Australia there is only one fully Selective High School that provides for gifted students from all over the State. So, the idea of Selective Schools to provide for gifted and talented secondary students varies from state to state. Additionally, the independent schools have some outstanding programs for gifted students. In August, a team of four Year 11 students from Presbyterian Ladies College, Melbourne, that won the Australian Computational Linguistics Olympiad, 2012 (OzCLO) went on to win an Honourable Mention in the International Linguistics Olympiad held in Slovenia.

The Australian Association for the Education of the Gifted and Talented (AAEGT) Biennial Conference titled *Excellence and Equity for All* was held in Adelaide in July. The AAEGT website: www.aaegt.net.au/ is worth visiting as it includes two downloadable books containing Australian research in relation to: 1. *Giftedness from an Indigenous Perspective*, and, 2. *Dual Exceptionalities*.

Submitted by Margaret Plunket, Ph.D, Toni Meath, Ed.D., and Susan Knopfelmaker, M.Ed. (gifted education), Australia Delegates, and WC Executive Committee Member Leonie Kronborg, Ph.D.

AUSTRIA



First Austrian TalentDay

On March 22, 2012, Austria organised its first statewide TalentDay as part of the Europe-wide TalentDay. The project partners included the Austrian Federal Ministry of Education, Arts and Culture, the Austrian Research and Support Centre for the Gifted and Talented, the province coordinators for the gifted and talented, and ECHA-Austria.

This year's TalentDay was dedicated to the European Year topic of 2012, "Active Ageing and Intergenerational Solidarity". Activities in all the nine provinces were organised in order to raise awareness for the promotion of gifts and talents across the ages. While the province coordinators organised a school competition in each of the nine provinces, the Austrian Research and Support Centre for the Gifted and Talented hosted an expert symposium which brought together researchers from the fields of giftedness and expertise as well as lifelong learning.

Submitted by Dr. Claudia Resch, Austria Delegate

BELGIUM



National conference on giftedness in Belgium

The National Conference on Giftedness was successfully held in Kortrijk, Belgium, on 15 October 2011 under the guardianship of Her Royal Highness, Princess Mathilde. The conference was organised by Bekina (the Belgian association for parents and professionals for gifted children) and hosted approximately 350 participants, which included the Flemish Minister of Education, Mr. Pascal Smet. Various international experts on giftedness ensured that the delegates were exposed to modern thoughts and ideas and 15 workshops allowed the practical application of their new knowledge and skills.

In his opening speech, the minister of education emphasized the increasing necessity to develop strategies and support structures to meet the unique abilities and educational needs of gifted children in the Flemish schooling system. Apart from early school entry and grade advancement, there is no specific legislation to provide additional enrichment and stimulation to ensure holistic development of gifted children. In order to detect gifted children much earlier, the minister urged the development of early identification protocols and to implement surveillance strategies of known gifted children in the very near future.

Em. professor Erik De Corte (K.U. Leuven) addressed the role of powerful learning environments. To achieve the goals of adaptive competence, he proposed that learning should be an active process; constructive, collaborative, self-regulated, purposeful, and realistic, and that the CLIA-model (Competence, Learning, Intervention and Assessment) might aid in the goal of directed education of gifted children. He further enlightened the delegates, of which the majority were teachers, with a short video by Prof. Robert Sternberg that explained the WICS concepts and theory on giftedness (Wisdom, Intelligence, Creativity, Synthesized.)

The conference was titled "Gifted children at school: between dreams and reality" and the following conclusions were derived for future action:

1. It is now accepted that teachers require more knowledge and skills during their initial training to manage and support gifted children, and this neglected topic should be more prominent in the future education provider curricula.
2. The role of the existing "supporting teachers" will expand in the near future to aid in the identification and holistic development of gifted children.
3. Parents and teachers of gifted children should utilise guidance centres for information, advice and support. These centres are well equipped for that task and have built up a lot of expertise on giftedness.
4. The only effective strategy to ensure holistic development of gifted children and to protect them from underachievement and behavioural complications, is to ensure early identification of gifted ability and to adapt the learning environment to comply with their special needs.
5. Gifted children differ in character, personality, and in other spheres. It is accepted that the general guidelines should be individualised within a CLIA-learning environment with special attention to the metacognitive support.
6. It is suggested that clustering gifted children with average students in a heterogeneous class and in an empowering learning environment, will probably ensure optimal holistic growth and development.
7. The decision to admit gifted children earlier to school or to allow higher grade advancement should be done as a team. The team should include the parents, teachers, guidance centres, and the gifted child.
8. We should encourage gifted children to partake in stimulating and cognitively entertaining extra-curricular activities until the current educational system makes provision for their special needs.

Submitted by Carl D'hondt, president of BEKINA, Belgium, Vice President of EUROTALENT, Belgium Delegate

DENMARK



Seeds planted long ago in the Danish educational system are slowly coming to life. We see a lot of small projects in close connection to the mainstream education. Teachers are becoming aware of the existence of gifted children and how they express themselves in different ways, and they are differentiating their teaching according to a more individual teaching plan.

We also see initiatives to establish teacher networks in different parts of the country. Recently I saw a research project concerning students' active participation in their education. The project concluded that students performed with qualitatively better results, among the highly able, as well as the less able.

In Denmark there has been a focus on talent development, primarily in higher education and university level, without the same focus on primary education. Yet things are slowly changing, not least due to the parent association "Gifted Children," whose members are supporting each other in creating awareness in their local community.

Politically we have seen a selective and eclectic interest depending on the political agenda. A few years back we had a minister who showed a great interest in talent development, and after a talent camp in 2005 with leading participants from the educational field, he took initiative to secure funds for establishing a science centre in connection to a well known boarding school. This centre makes arrangements and courses for students from 12 upwards. The science centre has been a success, and recently they have shown interest in coordinating a Nordic conference in August 2013. This autumn they are running a pilot project for teachers who are interested in becoming talent supervisors in their local schools. We are looking forward and supporting the initiative. We have expressed our wish that they become coordinator of a national association for gifted education in Denmark.

Together with two colleagues I am now finishing a book on talent development, a follow up to a previous book on the same issue. This book is being translated into Norwegian at the moment.

Submitted by Ole Kyed, Denmark Delegate

JORDAN



Teachers, students, and parents at Jordanian International Schools, Amman, are working in collaboration this scholastic year using Renzulli Learning System.

Teachers are happy to see their students applying what they have learned. They have noticed that learning has become more meaningful and enjoyable because the knowledge and skills are learned within real-life situations.

Teachers can now easily find appropriate differentiation activities for students with minimal time and effort. They can also access exciting websites to help their own teaching and can even download creative activities to use in their classroom.

As for students, they are really enjoying what they are doing; solving problems using critical thinking skills and working on enrichment activities and worksheets. Students are engaged in their work because they are working on challenging and meaningful activities that take into account their academic strengths, interests, and learning styles.

Parents are happy as well, as they can keep a record of their children's progress and discuss this with the teachers to help their children improve their achievement.

What I learnt at Confratute 1999, regarding The Schoolwide Enrichment Model, has become easy to implement now using the exciting on-line program, Renzulli Learning System.

Submitted by Janette Wakileh, Head of Primary for Jordanian International Schools, Jordan Delegate

MEXICO



There are many different associations working with gifted and talented children in Mexico, both public and private, but up to now with no central organization or process of accreditation. Nevertheless, most of the associations and the government understand giftedness through the sociocultural model, where giftedness is conceived by the characteristics, the products, and the environment of the child. The federal Secretary of Public Education (SEP) piloted a proposal of intervention for gifted children in 2003 with 13 states, and applied it at a national level in 2006-2007 (See www.educacionespecial.sep.gob.mx/html/asmain.html for details.) There are two stages of identification: initial detection and, where necessary, further psycho-pedagogical evaluation. Once identified, there are two basic models: enrichment and acceleration. Enrichment programs, the first response of the school systems, may occur in the classroom, in the school and/or outside the school, all favoring integral development of the students. As of 2009, acceleration has permitted early entry to school and early promotion. Professional training of teachers and special education personnel has been carried out at a national level, principally through diploma courses, workshops, and visits by experts to the schools. In 2007, 1,921 children between 4 and 16 years old were identified, as compared to 165,365 in 2011, 51% girls and 49% boys. Parents are encouraged to participate actively in their children's education and a special document has been prepared for them and a network set up. Collaboration with specific institutes has promoted the development of talent in the areas of arts, sports, and science and technology, mainly through extra-curricular enrichment workshops.

Within public education, in the state of Coahuila both the extra-curricular and extra-scholastic enrichment models have been applied, using community and institutional resources to promote activities for the children. In the state of Morelos, both school and extra-scholastic enrichment models have been used in collaboration with institutions in the state, with the organization of both art exhibits and science fairs, and an active network of parents. In Yucatan, the number of children identified has increased to 7000 and are attended by all three types of enrichment.

In the state of Queretaro, special science workshops were designed in collaboration with the Geoscience Institute of the National University of Mexico (UNAM) and in 2011 were offered to 587 teachers to promote interest in science who then applied it to primary children to school children ranging in age from 10 to 12 years old. The workshop consists of three sessions, each based on specific concepts of gravity, density and buoyancy, light and colors, with emphasis on the construction of scientific knowledge, simple experiments, evaluation of data, and relationships to daily life. Pre- and post-tests were designed to measure the impact of the course on the children. As of September 2011, 3,500 children were identified as gifted.

Within the private sector, one notable example is the Universidad de los Niños in Mexico City that has guided gifted children in Mexico City for more than 26 years. It is an afterschool program specially tailored to teach children with special abilities created by Raquel Bronsoler to contribute to the understanding of the behavioral characteristics of gifted children while nurturing their talents. Classes are offered as workshops with a general theme of space and science incorporated into the sessions. "Hands-on" learning makes these workshops fun and interesting. The most popular are rocketry, astronomy, genetics and DNA, and marine mammals. Students are separated into groups according to ability rather than strictly by age. Since classes are held after school, the teacher-student relationships are more relaxed and learning is enjoyed rather than being pressured upon the students. Children feel good about themselves and they become producers of learning instead of consumers. Students discover themselves as individuals, develop and form strong taproots that lead them to be successful and respectable individuals who will use their abilities to benefit themselves and society. A diversity of strategies is used to develop the students' academic, communication, planning and forecasting, creative and evaluation talents, as well as their self-esteem. They establish a climate that values and enhances intellectual ability, talent, creativity, and decision-making and stimulate capable students into developing and using their abilities for self-appraisal and recognition of personal talents. This program also enhances the importance of creating awareness in the capable students of the need to acquire a sense of social responsibility in developing and using their special abilities. Parental involvement is also a priority at the program. As a result students have grown as individuals, pursued careers at higher educational levels, and have reached success in the academic, social and emotional areas, and they have turned into successful professionals and respected individuals.

A group of Mexican scientists and educators in 2006 created the national, non-profit Program Adopt a Talent (PAUTA) for the identification and support of talented primary and secondary school students in science and mathematics. PAUTA offers free extra-scholastic enrichment workshops to teachers of primary and second-

Mexico Delegate Discourse continued

ary schools, with innovative, interactive strategies for teaching and learning in the scientific areas, with the aim of improving their own professional practice, and thus the level of scientific literacy, abilities and interest in all students (the issue of equity). These same teachers also receive basic formation in identifying the characteristics of talented students in order to nominate their students who show the most potential scientific talent to participate in the free, extracurricular workshops of PAUTA designed to foster creativity and to develop scientific abilities and attitudes (the issue of excellence). PAUTA also invites scientists to give conferences and to participate as mentors in science projects, thus directly linking the scientific community to that of basic education. Up to the present, PAUTA has worked with approximately 1710 teachers and 1462 students of both primary and secondary levels in four states. Since 2010, PAUTA has also offered workshops to 1600 teachers and students of Normal Schools for teachers of Basic Education as part of their professional formation in science teaching. Another project initiated in 2011 is the formation of science camps for 120 PAUTA students, funded by the National Council of Science (Conacyt). One special gender-oriented program, funded by the SM Foundation of Spain, gives economic and emotional support to 26 talented indigenous girls from secondary to university levels, permitting them to continue with their studies towards a scientific career. There are also other associations that provide scholarships in all four PAUTA centres for scientifically talented students with economic need, principally from Conacyt and Bécals.

Submitted by Dr. Janet Pauyl de Verjovsky, Dr. Raquel Bronsoler, M. Paloma Palaaios, Mexico Delegates

SPAIN



Report on SPANISH III NATIONAL CONFERENCE OF HIGH INTELLECTUAL ABILITIES:
Educational Interventions

The Spanish III National Conference of High Intellectual Abilities highlights the urgent need to intervene educationally within the school with gifted and talented students.

The conference, conducted extensively throughout Saturday, 20th of October, 2012, featured a packed audience of professionals and parents interested in the field of education of the Gifted and Talented.

The opening ceremony was led by Josep Maria Elias, President of the Association of Pedagogues of Catalonia (COPEC), who justified a masterly introduction that Catalonia and Spain cannot afford the loss of potential knowledge of their students. Andrés González-Bellido, President of the Education Section of the Official College (Association) of Psychologists of Catalonia (COPC), has emphasized that the COPC aims to ensure the detection of gifted students. The intervention of Cristina Pellisé-Pascual, Deputy Director of Planning and Diversity in the Department of Education of the Generalitat of Catalonia (The Government of Catalonia), emphasized that she was in the First National Conference of High Intellectual Abilities (five years ago), where she explained what could be done, and now it was the time to say what has been already done and what is ready to see the light.

Three renown speakers gave relevant content to the III Conference: the Professor of Psychology at the Complutense University of Madrid, Luz Pérez-Sánchez, did a magnificent contribution with respect to inclusion and educational competencies in gifted students. The psychologist and specialist in gifted, Doctor Angel Guirado-Serrat, made available educational proposals from representational models on gifted children for their teachers/educators; and another expert in gifted, Milagros Valera Sanz, pedagogue, presented her Protocol for Attention to Diversity.

We also conducted two roundtables, which presented different educational experiences on intelligence and creativity where, on one hand, it stressed the need to include creativity educational programs in our schools, with different proposals of educational interventions that can be carried out to include also socio-emotional aspects, and secondly, it evaluated the impact of the acceleration in the interventional planning for the gifted students, and also was shown how stereotypes can affect the educational interventions. Both roundtables were conducted by Leopold Carreras-Truñó, Spanish delegate of the WCGTC.

At the equator of the conference, a table of experienced people shared with attendees their experiences around the high intellectual abilities, and illustrated the difficulties and opportunities that are and have been their personal experience. Table participants included Quim Cortés, President of the Association AFINS (Association

Spain Delegate Discourse continued

for Families of Gifted Children of Catalonia); Maria Salas, of the inclusive school Institution MONTSERRAT; Aitor Gabilondo, a gifted adult, and Maria Dolors Rius, president of the association FANJAC (Aid Foundation for Children and Young People with High Intellectual Abilities).

The event was concluded by Natalia Lujan, Coordinator of the Working Group of the Association of Pedagogues of Catalonia (COPEC), who thanked the high turnout; Flavio Castiglione, Coordinator of the Working Group of the Official College (Association) of Psychologists of Catalonia (COPC), who encouraged participants to start working on everything that was recommended during the conference next Monday, without waiting any more, and Cristina Pellisé, who reflected the need to work for this group.

The conference, which led to a record participation, is the third that was jointly organized by the Association of Pedagogues of Catalonia (COPEC) and the Official College of Psychologists of Catalonia (COPC), through its dynamic and extremely active Working Groups of Gifted and High Intellectual Abilities, created eight years ago, who joined forces with the aim of working together to provide answers to the educational needs presented by children, adolescents and adults with high intellectual abilities.

Submitted by Leopold Carreras-Truñó, Psychologist, Spain Delegate

THAILAND



Over the past twelve to eighteen months, international schools in Thailand have been developing a thriving gifted and talented network to facilitate supportive collaboration. The group is based in Bangkok but welcomes representatives from schools from further afield, and is continuing to grow as new schools recognize the value of participation. There are three meetings per year where members share examples of best practice and work to provide more opportunities to our gifted students. In tandem with the teacher support, the Network also provides for student enrichment, as member schools take turns to host regular 'cluster days' for Bangkok's gifted students. They also alert members to competitions and other exciting opportunities for students, such as the Tournament of Minds, which was held for the first time in Thailand in 2012.

In June 2012, Bangkok played host for the Global Round of the World Scholar's Cup, a rigorous competition which saw 1001 of the best and brightest students from 16 different countries descend on Bangkok for three full days of intense competition, friendly collaboration and social celebrations. Each year, the World Scholar's Cup invites students to explore and debate a contemporary global theme. This year's theme was "A World in Flux," and within that theme, students investigated interdisciplinary topics in Science, Economics, the Arts, Literature, History, and Current Affairs. Competitive events included team debate, persuasive essay writing, a rigorous multi-disciplinary exam, and the culminating Scholar's Bowl. Additionally, students were also involved in a friendly scavenger hunt around Bangkok, a Scholar's talent show, a ball, and other social events. They also had the opportunity to listen to and ask questions of keynote speaker Prof. Viktor Mayer-Schonberger of Oxford University, who works in the field of internet governance and regulation. The World Scholar's Cup is a fantastic opportunity for gifted students from around the world to show their strengths. It is now firmly entrenched in Thailand, with the 2013 Bangkok Round scheduled for May 4th and 5th.

Submitted by Selena Gallagher, Thailand Delegate

Affiliate Exhibit Space available at 2013 World Conference

Affiliate members with the World Council for Gifted and Talented Children are entitled to a free exhibit table at our 2013 World Conference in Louisville, Kentucky, USA. Promote your organization to hundreds of conference participants by displaying at this important venue. To reserve a table space you must contact the WCGTC by January 15, 2013. Other vendors will also be able to apply for exhibit table space for \$300. Space is limited. For more information please contact the WCGTC at headquarters@world-gifted.org.

WCGTC news and notes

Executive Committee Meets at World Headquarters

In July 2012, members of the Executive Committee of the World Council for Gifted and Talented Children met in Bowling Green, Kentucky. The visit provided an opportunity to visit



the international headquarters as well as to conduct the business of the organization. The meeting was made possible due to the gift from the Mahurin family to support hosting the World Council at Western Kentucky University. A highlight of the visit was a dinner at the Baker Arboretum and Downing Museum hosted by Jerry Baker. The Museum displays a vast collection of works by the late world-renown artist Joe Downing, a Kentucky native and friend of Mr. Baker.

Nominations Sought for World Council President

The World Council Elections Committee is seeking nominations for President of the World Council for Gifted and Talented Children. Current President Taisir Subhi Yamin is completing his four-year term and, therefore, a new President must be selected. The President chairs the World Conference and leads the work of the World Council along with the six-member Executive Committee. The President must have been a member of the World Council for a minimum of five years; served as a Delegate to the World Council prior to being nominated; be a current or former member of the Executive Committee; and be a member of the World Council in good standing. The President is elected by the WCGTC Delegates. Nominations must be received by January 15, 2013 and should be sent to: Tracy Harkins, WCGTC Executive Administrator at: headquarters@world-gifted.org.

Please note: The World Council Elections Committee will be seeking nominations for four Executive Committee Member vacancies after the election for President is completed. Executive Committee Members are elected by the World Council membership. Nominations for Executive Committee Members must be received by April 8, 2013.

Scholarships Available for 2013 World Conference

The WCGTC World Council Scholarship Fund will provide six (6) paid registrations for Graduate Students and Educators to attend the 2013 World Conference in Louisville, Kentucky. Scholarship applicants must be members of the World Council by the time of application and show evidence of need for support for the registration fees (each worth approximately \$550 USD). The students and educators who receive the scholarship registrations must pay for their own transportation and accommodation to the World Conference in Louisville. Applicants must complete a Scholarship Application. Applications can be obtained by contacting Tracy Harkins, WCGTC Executive Administrator, at headquarters@world-gifted.org or tracy.harkins@wku.edu. Completed applications must be received by WCGTC Headquarters by March 1, 2013.

4th Muensterscher Bildungskongress 13th International ECHA Conference Report

The International Centre for Study of Giftedness (ICBF) has organized educational conferences at the University of Muenster every three years since 2003. This year, the ICBF was also appointed by the European Council for High Ability (ECHA) to host their biennial conference. The 4th Muensterscher Bildungskongress therefore coincided with ECHA's 13th International Conference with the topic "Giftedness Across the Lifespan" from 12th to 15th September 2012 in Muenster, Germany.



All the diverse facets of giftedness were discussed and debated over the four days of the conferences.

The heterogeneous composition of the delegates highlighted the different perspectives: approximately 1,100 delegates from 43 different countries from five continents came together in Muenster; in addition to sci-

entists there were representatives from various ministries, school administrators and managers, and those responsible for teacher training and further education. In addition, numerous dedicated teachers and educational staff of the day care centres and kindergartens, (learning) therapists, psychologists, and interested parents enthusiastically participated.

More than 500 presentations, from the keynote addresses to posters, resulted in an extensive and varied programme. Speakers presented their research results and reported their experiences, new developments, and funding approaches to interested participants. A special emphasis was placed on lectures, panel discussions, and practical contributions that dealt with the development of co-cognitive factors essential for holistic and lifelong talent development.

Two symposia had a special place as part of the Muensterscher Bildungskongress. First, in cooperation with the German Society for the Highly Gifted Child (DGhK), the ICBF held a symposium on 'Talent and Migration'. Gifted education for people with a migration background in research and practice plays a rather subordinate role. Secondly, the symposium on 'Talent and Inclusion' as a new educational task and thus a major challenge for schools was discussed. In public, the term inclusion is usually shortened to the participation of people with disabilities. Inclusion means, in terms of participation of all, far more than adoption and acceptance of diversity in the field of disability and by this, it also means including the gifted.

At the conference many delegates were presented with new perspectives for their own work and it became clear just how many areas in the context of a lifelong gifted education are yet to be investigated and what the practical implications for these are. The international setting gave delegates an unparalleled perspective with the pleasant atmosphere of the conference and the varied social and evening programmes resulting in a stimulating environment and fruitful exchanges among their colleagues.

The main partners were Bildung & Begabung, the Stifterverband für die Deutsche Wissenschaft, the Federal Ministry of Education and Research, the Robert Bosch Foundation, and Volkswagen AG. Other partners were the Stiftung Bildung zur Förderung Hochbegabter, the Finanz Informatik, the City of Muenster, the Richard Pelz and Helga Pelz-Anfelder Foundation for Educational Research and Assistance, as well as the ICBF Foundation. For more information please visit our website www.icbfkongress.de or www.echa2012.info. We look forward to welcoming you back to Muenster in 2015 for our 5th Bildungskongress!

Submitted by Christiane Fischer Ontrup, Anne Vohrmann, David Rott & Luka Franssen, International Centre for the Study of Giftedness (ICBF), The University Muenster, icbf@uni-muenster.de

Future Problem Solving Program International, Inc.

Developing the ability of young people globally to design and promote positive futures using critical, creative thinking



Created in 1974 by Dr. E. Paul Torrance to meet the needs of gifted students.

Promotes the development of 21st Century Skills:

- Critical Thinking
- Creative Thinking and Innovation
- Problem Solving
- Communication (Verbal and Written)
- Collaboration
- Information & Research
- Media and Technology Skills

FPSPi offers three competitive components for either teams or individuals: Global Issues Problem Solving, Community Problem Solving, and Scenario Writing.



A Non-Profit Organization

Email: mail@fpspi.org

Visit www.fpspi.org to locate your affiliate program.

Phone: 800.256.1499



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:

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

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

Executive Committee:

- **Taisir Subhi Yamin**, President
Paris, France
- **Ken McCluskey**, Vice President
Winnipeg, Manitoba, Canada
- **Klaus Urban**, Secretary
Stadthagen, Germany
- **Julia Link Roberts**, Treasurer
Bowling Green, Kentucky, USA
- **Ümit Davaşlıgil**
Istanbul, Turkey
- **Leslie Graves**
Dublin, Ireland
- **Leonie Kronborg**
Clayton, Victoria, Australia



Contacting the World Council:

World Council for Gifted and Talented Children
Western Kentucky University
Gary A. Ransdell Hall, Room 2007
1906 College Heights Boulevard #11030
Bowling Green, KY 42101-1030
USA

phone: 1 (270) 745-4123 fax: 1 (270) 745-4124
email: headquarters@world-gifted.org
website: world-gifted.org