

WORLDTALENTWEB NEWSLETTER

NEWSLETTER OF THE WORLD GIFTEDNESS CENTER



WORLD GIFTEDNESS CENTER

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WorldTalentWeb Editorial



Penina Barry & Jennie Quinn
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Parent Advocacy

We open the 5th edition of the WorldTalentWeb Newsletter as countless bright-eyed and hope-filled young students have commenced their school journey in many countries around the globe. We celebrate their innocence and unbridled confidence that school will be a place of belonging and thriving, where dreams and aspirations are achieved. A place where talent is nurtured and individual differences are honoured and celebrated. And surely this is the right of every child and the earnest pursuit of every Kindergarten teacher. But is this the reality for all of our gifted students beginning school in 2020?

Over the Australian summer break, Penina and I attended a workshop for parents of gifted students at one of our local universities. The workshop was filled with ardent parents keen to empower and support their gifted

preschoolers by seeking advice about making the right school choice for them. The anxiety in the room was palpable. Clearly, there was a sense that they were about to make a monumental decision and the weight of a wrong choice weighed heavily on their shoulders.

In pondering their uncertainty afterwards, it struck me how keenly aware these parents were of the precious commodity they were about to entrust to the school system.

Their apprehension that their child's needs might not be met was real.

Their sense that their most treasured possession might be squandered, their potential left unrealised was undeniable.

Their sense that their trust might be betrayed by schools who failed to appreciate the quirky characteristics, overexcitabilities or perfectionism of their unique charges was sincere.

Their fear that a sense of apathy, hopelessness and chronic underachievement might replace the current "I'm going to save the world!" attitude of their child was all too evident.

In our current climate of uncertainty, where we are confronted with huge global challenges and an imperative to empower students to become eminent, empathic innovators capable of contributing to solutions, the role of educators in allaying these fears has never been more significant.

As perhaps an antidote to the sense of disquiet experienced by many parents of

gifted students, the authors and their stories showcased in this edition confirm that educators around the world are keenly aware of the precious gift that has been entrusted to them. Rhoda Myra Garces-Bascal, in her article on **Building a Diverse Social and Emotional Learning Booklist for Gifted and Talented Learners**, tackles issues of engagement and motivation in response to research that states, “the more diverse gifted learners see themselves represented in the curricula, the greater the engagement in learning which they perceive to be relevant, self-affirming and empowering.”

Helena Fonseca writes about the challenges of giftedness in Portugal where schools are not required by law to identify gifted students and where professional organisations like **ANEIS, The National Association for Study and Intervention in Giftedness** provide the support that is lacking for students and parents. And finally, Ana Merino of Spain, founder of the **Observatorio de Alumnus de Altas Capacidades**, explains how this organisation is designed as a meeting place for specialists and a reference for parents seeking support to improve their childrens’ education. The organisation provides a global approach to the study of high ability in Spain bringing together the contributions of national and international experts.

Their inspirational stories affirm the work being done globally to address the unique needs of gifted students AND their parent advocates everywhere.

Warmest regards,
Jennie and Penina

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BUILDING A DIVERSE SOCIAL AND EMOTIONAL LEARNING BOOKLIST FOR GIFTED AND TALENTED LEARNERS



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Gifted and talented students are often prodigious readers who receive little to no teacher instruction or input in the classroom to challenge their reading experiences (Wood, 2008). This becomes alarming in light of the fact that this leads to boredom, a stagnant reading growth, and a generally low motivation for reading among gifted students (ibid). One of the pervasive myths among gifted and talented readers outlined by Wood (2008) is that they are a homogenous group who

should receive the same reading instruction, when nothing can be further from the truth. They constitute a highly diverse group of students with their unique cultural, ethnic, sociolinguistic experiences.

Thus, it is imperative for teachers, parents, scholars and practitioners to be cognizant of diverse reading materials that would resonate with culturally and linguistically diverse gifted learners. The research is clear: the more diverse gifted students see themselves represented in their curricula, the greater the engagement in their learning which they perceive to be relevant, self-affirming, and empowering (Ford, 2011; Nguyen, 2012, Garces-Bacsal, in-press).

My own research as an academic, teacher educator, and practitioner (begun in Singapore and which I hope to continue doing in the United Arab Emirates) is to build a diverse social and emotional learning (SEL) book list for diverse learners, including gifted and talented students. It is hoped that the booklist will serve to build the capacity of educators to provide the right book at the right time to the right child at any given moment. Research studies have consistently proven how diverse books are able to help develop empathy and connectedness among young children (Bal & Velkamp, 2013; Harper, 2016), allow gifted students to identify with the narratives they read (Ford, Moore, & Harmon, 2005), and foster moral development (Harper & Trostle-Brand, 2010). In fact, the grassroots movement called "We Need Diverse Books" advocates for

representation of diverse experiences in children's literature. This has been endorsed by the National Council for Teacher Education with the statement that: "Stories matter. Lived experiences across human cultures including realities about appearance, behaviour, economic circumstance, gender, national origin, social class, spiritual belief, weight, life, and thought matter." (NCTE, 2015).

A Preliminary Diverse SEL Booklist for Gifted Elementary Learners

The SEL booklist is culled from a multi-disciplinary two-year research project whereby the researchers sought the recommendations of children's book librarians and visited international school libraries in Singapore and the Woodlands Regional Library of the National Library Board of Singapore which houses over 8,000 titles as part of the Asian Children's Literature Collection. I have likewise served as an International Research Fellow for six weeks in 2017 and ten weeks in 2016 at the International Youth Library in Munich, reputed to be the largest international children's library in the world, with language specialists who provided valuable recommendations of international picture book titles that can be potentially included in the SEL booklist.

While I have created quite a number of text-sets for gifted learners, including multicultural picturebook biographies (Garces-Bacsal, in press), and early childhood students from pre-K to 3rd grade (Garces-Bacsal, in press), this text-set shared here, ideal for

elementary-aged gifted readers can serve as a take-off point for educators and parents who wish to expand their bookshelves to include powerful diverse narratives that explore multiple viewpoints and prompt young readers to read from a critical and empathetic lens.

SEL Competencies	Book Title and Publisher Information	Themes to explore
Self Awareness	<i>A Different Pond</i> by Bao Phi and illustrated by Thi Bui, published by Picture Window Books, 2017. (Vietnamese-American authors and illustrators)	Refugee families, linguistically diverse families, socio-economically disadvantaged families, formation of one's cultural identity
	<i>Yo Soy Muslim: A father's letter to his daughter</i> by Mark Gonzales (Muslim and Latino poet based in California and Northern Africa) and illustrated by Mehrdokht Amini (Iran), published by Salaam Reads/ Simon Schuster Books for Young Readers, 2017.	Linguistically diverse families, formation of one's identity, parent-child love, dealing with xenophobia
Self Management	<i>Cleo</i> by Sassafra De Bruyn published by Clavis, 2016 (Belgium)	Dealing with otherness and regulating one's emotions through imagination
	<i>Ten Tiny Things</i> by Meg McKinlay and illustrated by Kyle Hughes-Odgers published by Fremantle Press, 2012. (Australia)	Mindfulness and well-being, paying attention to one's environment and being present
Social Awareness	<i>Mabrook! A World of Muslim Weddings</i> by Na'ima B. Robert and illustrated by Shirin Adl published by Lincoln Children's Books, 2016. (United Kingdom)	Celebration of distinct cultural traditions, heterogeneity in commonly-assumed homogenous groups
	<i>The Old Man</i> by Sarah V. and illustrated by Claude K. Dubois and translated by Daniel Hahn, published by Gecko Press, 2018. (France)	Homelessness, dealing with poverty and disadvantaged circumstances, awareness of societal conditions.
Relationship Management	<i>Love</i> by Matt De La Peña and illustrated by Loren Long, published by G. P. Putnam's Sons Books for Young Readers, 2018. (United States of America)	Managing relationships among family members and community; loving one's self and others
	<i>Tomorrow</i> by Nadine Kaadan, published by Lantana Publishing, 2018. (Syria)	Children in places of conflict, family relationships during times of war
Responsible Decision Making	<i>The Last Tree</i> by Ingrid Chabbert (France) and illustrated by Raul Nieto Guridi (Spain) published by Kids Can Press, 2017.	Environmental awareness and environmental advocacy
	<i>The Secret Kingdom: Nek Chand, A Changing India, and a Hidden World Of Art</i> by Barb Rosenstock and illustrated by Claire A. Nivola, published by Candlewick Press, 2018 (author and illustrator are from the USA but setting of story is in India)	Environmental activism, community service, ethical decision making, social justice

It is to be noted that the diverse book list is meant as a take-off point for critical, engaging, and reflective discussions that provide spaces for identification and meaningful learning. It is also meant to inspire parents and educators to find similar titles that would make the young readers under their supervision feel that they are seen, understood, and represented in the narratives that they read.

As noted by Frenchman Paul Hazard in 1947, and which resonates until the present day:

Yes, children's books keep alive a sense of nationality; but they also keep alive a sense of humanity. They describe their native land lovingly, but they also describe faraway lands where unknown brothers live. They understand the essential quality of their own race; but each of them is a messenger that goes beyond mountains and rivers, beyond the seas, to the very ends of the world in search of new friendships. Every country gives and every country receives, - innumerable are the exchanges, - and so it comes about that in our first impressionable years the universal republic of childhood is born. (p. 146)

Bio:

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CHALLENGES OF GIFTEDNESS - THE ROLE OF ANEIS IN UNDERSTANDING AND SUPPORTING GIFTED CHILDREN AND THEIR FAMILIES



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A large number of educators consider educating gifted and talented students as a challenge, namely in regular schools, since they have peculiar traits which require specific responses to their needs and interests by formal and non-formal learning contexts, such as schools (Pereira & Guimarães, 2007). Thus, it is crucial that gifted students have educational measures suitable to their abilities, stimulating the development of their exceptional abilities (Pereira & Guimarães, 2007), but such is not always easily achievable in regular schools, as it is not always possible to provide the necessary conditions gifted and talented children require in order to fulfil their learning, social and emotional needs.

In Portugal, we have a full inclusion law that promotes inclusion (Decree-law nº 54/2018 and Law no. 116/2019) curriculum flexibility (Decree-law nº 55/2018), fostering the attention towards diversity in regular schools and classrooms. Teachers can apply/mobilize measures that can benefit exceptional ability students, such as: early entrance in primary school, a maximum of two grade skipping from 1st to 9th grade, flexible grouping, differentiated instruction, and curriculum enrichment. Regarding teacher training, there is a lack of professional development in order to attend to the needs of gifted and talented children in regular schools both in initial teacher training (and in in-service teacher training), and in career professional development. Schools are not required by law to identify gifted and talented students so as to attend to their educational needs. In Portugal,

professional organizations like ANEIS provide the support that is lacking in conventional educational communities.

In 1998, ANEIS – Associação Nacional para o Estudo e Intervenção na Sobredotação (National Association for Study and Intervention in Giftedness, in English) was created in order to provide support to gifted children as well as their families. It is a professional non-profit association funded by scholars, researchers, practitioners from fields of knowledge related to high abilities, giftedness, talent and creativity. Parents, educators and teachers are also ANEIS' assistants.

ANEIS, a European Talent Center since 2008, aims to study and intervene in giftedness and talent, while supporting gifted and talented children and their families since 1998, fostering their holistic development and their social and school inclusion, and has provided, over the years, with several services to its associates and the community, namely:

a. Identification of gifted children and psychoeducational support. ANEIS identification practices rely on multiple criteria to search for students with gifts and talents that will be explained below;

b. Enrichment programs, summer camps (ETC- Estímulo à Cooperação e ao Talento, in in english, Stimuli to Talent and Cooperation) and other enrichment extracurricular activities for gifted and talented children. We will present in detail further ahead ANEIS main enrichment program: PEDAIIS – Programa de Enriquecimento nos Domínios da Aptidão, Interesses e

Socialização (in english, Extracurricular Enrichment Program in the Domains of Aptitude, Interest, and Socialization);

c. Parenting programs (e.g. Conscious Parenting) for the families of gifted and talented children, assisting said families to better instruct themselves in various areas, such as: intentions and values in the family; personal language (non-violent communication); managing emotions; self-esteem, communication and inner voice; parent-child communication; perceiving the behaviour of children (Laser); identify needs, establish boundaries and others, are some of the themes that we approach once per month with the parents, to help them better deal with issues of giftedness at home and in school. The themes of which to approach with are specifically selected for and with families. At the end, participants are asked to evaluate their satisfaction with the program by filling in a questionnaire;

d. Publishing articles, books, chapters, guidelines both at national and international levels.

ANEIS publishes an issue of the scientific journal “Sobredotação” once a year, available free of charge on the official website (www.aneis.org);

e. Consultancy services with individuals or institutions. ANEIS is prone to contribute to the development of national and international policy guidelines regarding the education of gifted and talented students;

f. Training and professional development of teachers, psychologists and other professionals;

g. Raising awareness of public opinion through events and training courses/seminars for researchers and practitioners. Here, we highlight our biannual international congress to disseminate research and practice about giftedness and talent with invited speakers of national and international significance (https://www.aneis.org/con_int20/);

h. Innovation and networking with international networks for research and joint projects/ activities. ANEIS aims to further strengthen the cooperation of several national and international institutions, organizations and networks (e.g., ECHA, ETSN, REINEVA, WGC) to respond to an increasing need to rethink and reflect at an international level on how to contribute to society, economy, culture, by creating opportunities to promote success among gifted and talented students, for them to succeed in school, in future careers and in life;

i. Community partnerships to foster non-formal education (e.g. school enrichment programs, such as Little Explorers).

Identify to Attend: Challenges of supporting gifted and talented children

Every participant of ANEIS extracurricular enrichment programs has been identified as gifted and/or talented first and foremost. The identification process can be performed by ANEIS psychologists or by other professionals. In the latter case, parents deliver a report of the identification procedures

and results; afterwards, ANEIS multidisciplinary team identifies if indeed further evaluation is necessary. ANEIS' protocol for giftedness identification comprises multiple types of information (e.g., indicators of students' cognitive abilities, interests, creativity, motivation and learning characteristics/behaviours) and various sources of information (e.g., test scores, school grades, portfolios, questionnaires completed by teachers, parents and the students themselves, observation) (Coleman, 2003).

The enrichment provided to gifted and talented students aims to provide experiences and opportunities to stimulate students' skills, which implies curricula flexibility in terms of rhythm, content and resources. This method can be applied not only in the classroom context, but also in extracurricular programs by leveraging existing community resources and techniques (Almeida et al., 2013; Rocha, Fonseca e S. Almeida, 2015). Extracurricular enrichment programs for gifted students may constitute a great help and often an active contributor to schools, as they promote opportunities for all children/ students to experiment with new ideas and face new challenges (Renzulli & Reis, 2009). These are principles acknowledged and applied in ANEIS enrichment program, PED AIS, design for gifted and talented children.

PED AIS, is conceptually grounded on Renzulli's Enrichment Triad Model (Renzulli, 1976) which was designed to encourage students' creative productivity by exposing them to various topics of interest. It focuses on training

skills for addressing more advanced content, processing training skills and autonomy regarding areas of interest (Renzulli & Reis, 2008). This model includes three types of enrichment: Type I - thematic exploratory activities normally not addressed by regular curricula; Type II - activities that promote the development of higher thinking and socio-emotional processes, as well as group work; and Type III - intended for students interested in a specific theme, seeking the acquisition of more advanced content and training, by designing and implementing investigations focused on real problems (Renzulli & Reis, 2008; Renzulli, 2016).

In ANEIS – Porto/ Gondomar office, PED AIS is developed through differentiated, interdisciplinary, learner-centered projects and activities (see Figure 1), adjusted to the needs, interests and aptitudes of a group with 50 gifted learners, aged 3 to 18. It aims to develop cognitive and social-emotional skills and also 21st century skills, such as peer collaboration, communication, creativity and critical thinking. PED AIS is a 3-hour Saturday morning program, organized in four flexible groups of students established based on several criteria such as age, aptitudes, skills, readiness and knowledge. It runs from October to June, accompanying the school year and its breaks. Every session of PED AIS incorporates a final hour of robotics, accomplished by ANEIS partner – Academia de Robótica (in English, Robotics Academy), available for all children who are interested in this field of knowledge.

Figure 1: PED AIS projects and activities grounded on the Enrichment Triad Model (Renzulli, 1976, 2016).

Type I	Type II	Type III
- Lectures on several topics by invited speakers (ex: astronomy, biology, medicine, religion, philosophy, etc.); - Debates about issues of interest and social-emotional concerns; - Visits and field trips (e.g. museums, science centres, exhibitions; national parks and wildlife reserves).	- Workshops/ projects about topics of interest involving learning-how-to-learn, cognitive and affective skills (e.g. <i>Projecto Leonardo da Vinci: O Homem a Obra; Mente sã, corpo sã</i>; - Science lab activities (e.g. Project "STEM: Hands-on-Minds-on"); - Critical thinking, creative writing (Project "Pela mão da Literatura eu vejo o mundo...").	- Building and programming robots for competitions (<i>Academia de Robótica</i>); - Production of exhibitions and plays (e.g. <i>Projeto dos Dinossauros</i>); - Designing entrepreneurship projects (e.g. <i>Os originais</i>).
 	 	 

PED AIS has a strategic action framework that begins with a diagnosis of the interests and aptitudes of our children, which is formally put in action at the beginning of the school year by October. ANEIS multidisciplinary team updates said information on a regular basis, through informal meetings with the children during the activities and projects we have chosen for the program. In the last school year (2018/2019) we initiated a different type of evaluation through a collaboration protocol with Sylvia Sastre-Riba from University of la Rioja. We adapted Sastre i Riba et al (2015) Satisfaction Questionnaire (CSA in Spanish), both for students (CSA-S) and for parents (CSA-P) into Portuguese and applied it to our PED AIS participants. Additionally, we organize focus groups at least twice a year; this method allows us to adjust the program organically and

throughout the year, listening to children and parent feedback and being more attentive to needs and wants of each.

As final remarks, it should be noted that we always think of PEDAIS as a work in progress, seeking the most adequate and flexible answers to the needs and wants of the gifted children who participate in it, all the while considering the resources available in ANEIS. Taking into account the assessments which have been carried out, we have concluded that the activities/ projects have been successfully adequate to the participants while being flexible enough to accommodate new interests, needs and potentialities of its participants. Within the voice of the multidisciplinary team which collaborates with ANEIS, we feel that the activities and projects developed constitute rewarding and positive experiences, both for mentors and collaborators. We believe that the enrichment program of PEDAIS is an experience which has generated, and will continue to generate, very positive results for the children, young people and families, and constitute relevant development opportunities outside of school, opportunities which enhance abilities and skills, in addition to being a means in which to share enriching life experiences (Rocha, Fonseca, S. Almeida, 2015).

ANEIS will always face many challenges and multiple paths of which to follow in regards to its support of giftedness and talent, together with the various stakeholders of the community and with children, parents and education professionals seeking us. It is with them and for them that we face these challenges daily.

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OBSERVATORIO DE ALUMNOS DE ALTAS CAPACIDADES SPAIN



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The Observatorio de Alumnos de Altas Capacidades was founded with the aim of becoming a fundamental reference in Spain in the analysis of the evolution of high intellectual ability in childhood and youth and as a basic interlocutor to guide professionals, parents and students in the matter.

The Observatorio de Alumnos de Altas Capacidades aims to be a meeting place for specialists and a reference when it comes to seeking information that will help parents to improve their children's education, echoing the initiatives of the different associations of Spain in relation to public and private proposals, programmes and research carried out by experts and teachers with the

collaboration of different types of entities.

From the Observatorio de Alumnos de Altas Capacidades, we want to provide a global approach to the study of high ability in Spain and bring together the contributions of experts who serve both nationally and internationally.

As an approach of the study of High Ability in Spain, we are going to refer in this article to the response given by the Autonomous Community of Madrid to the needs of students with high intellectual abilities.

The educational response to students with high intellectual abilities is regulated in the BOCM Official Bulletin of the Community of Madrid in an Order of 2015. Specifically, it is the document: B.O.C.M. No. 140 Monday, 15 June 2015 BOCM-20150615-12.

The BOCM document is of vital importance because it gives the guidelines to both public and private educational centers of the Community of Madrid about the education of students in need of educational support, including students of high intellectual abilities.

In this article we are going to summarize what this document says about the evaluation of high ability students. It establishes how the assessment is to be conducted, which must be continuous and global and take into account their progress in all areas of the curriculum. The evaluation will be informative, formative and orienting of the learning process.

As for the detection of the student of high intellectual ability, the BOCM document says that the initial identification of the student's educational support needs will be carried out by the teacher and by the school's teaching team, and it is up to the school to arbitrate the necessary measures to guarantee the educational attention of these students.

Parents or legal guardians of students will be informed at all times, both of the organizational and curricular measures that are adopted and the resources that are used.

The BOCM document mentions the characteristics that the Psychopedagogical Evaluation of the student must have.

First, it defines "psychopedagogical assessment" as the process of collecting, analyzing, and evaluating relevant information related to the student, such as his/her family and school context, necessary to determine whether a student has special educational needs, whether he/she needs curricular adaptation, either enrichment, curricular extension, or flexibility in the period of schooling, and to make decisions regarding schooling and promotion.

This psycho-pedagogical evaluation, the BOCM document continues, will be reviewed at the end of each school stage and the conclusions derived from the information obtained will be collected in a psycho-pedagogical report. The person responsible for

carrying out the psycho-pedagogical evaluation will be, in any case, the teacher of the specialty educational orientation of the center.

The school's educational guidance team will conduct the student's psycho-pedagogical evaluation. This evaluation will gather the information referring to the student and his family and school context that is relevant to adjust the educational response to the needs of the student and to elaborate significant curricular adaptations.

We've talked about significant curricular adaptations. Let's see what the BOCM document says about it. It says that significant curricular adaptations are considered an exceptional measure. They will be carried out, after a psycho-pedagogical evaluation, in certain courses and will be aimed at students with special educational needs.

The BOCM document's definition of "significant curricular adaptation" is interesting. It says that a curricular adaptation of enrichment will be significant when the modification of the elements of the curriculum is related to the degree of attainment of objectives, contents, evaluation criteria and, where appropriate, evaluable learning standards. These adaptations will be carried out seeking the maximum possible development of the personal abilities of students with high intellectual abilities and the achievement of the objectives established as a general rule for all students. The BOCM document indicates that it is the teacher who has to elaborate the significant curricular

adaptation corresponding to the subject taught, taking into account the psychopedagogical evaluation and the indications of the school counselor. It also indicates that the following measures are established for the adequate attention to students with high capacities:

a) The modification of objectives, contents, evaluation criteria and learning standards that can be evaluated in relation to the course in which the student with high intellectual ability is enrolled and in accordance with his or her age.

b) The development of additional contents, specific to the areas or subjects being studied by the student.

On the other hand, the article 10 of the BOCM document establishes the system of coordination, advice and supervision of the assessment of students with special needs, including those with high abilities. The document clearly determines who is responsible for this assessment, as well as significant curricular adaptations and enrichment measures, and assigns these tasks to the head of studies of the school, with the approval of the Head of the school, being the Educational Inspection Service responsible for the task of advising and supervising this process.

We can therefore confirm the importance that Spain attaches to students with high intellectual ability and the evaluation and detection of these students.

As part of the objectives of the Observatorio de Alumnos de Altas Capacidades, Spain, we will deepen into the contents of public documents, such as BOCM-20150615-12 and others made by other Autonomous Communities of Spain as a contribution to understanding the scope and evolution of High Abilities in Europe.

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Reference

BOCM-20150615-12, del 15 de junio 2015, B.O.C.M. Núm. 140, Boletín Oficial de la Comunidad de Madrid. Link: http://www.bocm.es/boletin/CM_Orden_BOCCM/2015/06/15/BOCM-20150615-12.PDF

CONFERENCE ANNOUNCEMENTS

The 2020 World Giftedness Center International Conference, November 2-5, 2020, Dubai 2020 EXPO Convention Center, United Arab Emirates (UAE)



The 2020 World Giftedness Center International Conference aims to bring together leading researchers, scholars, educators and practitioners from around the world to exchange and share their research findings, ongoing research activities and experience about gifted and talented education. This conference is organized with the intention to provide delegates with an exceptional platform to discuss new trends, recent innovations, initiatives and challenges within the area of gifted and talented education.

Asia-Pacific Conference on Giftedness 2020 July 30 - August 3, 2020, in Daegu, Korea
Beyond Intelligence: Entrepreneurship, Leadership, and Ethical Minds



<http://www.apfggiftedness.org/>

The 17th ECHA Conference of the European Council for High Ability: 9 to 12 September 2020, in Porto, Portugal

Gifts and Talents: Values for the Future



The conference will be organised by the APCS - Portuguese Association for Gifted Children in partnership with the Higher School of Education of Paula Frassinetti. This conference aims to define force lines in the educational policy field, to promote a higher level of scientific knowledge, to share innovative action models and to enhance, in this field, the combination of educational efforts in the European Union and at world level. The conference will bring together scientists in this domain of interest from around the world.

<http://echa2020.org/>

International Congress on Gifted Young Scientists Education in Istanbul, Turkey from 24-26 October, 2020

ICGYSEducation

Talent, Technology and Future, 1st International Congress on Gifted Young Scientists Education (ICGYSE).

Gifted Young Scientists Education, founded in 2013, has started to be discussed in the world with the academic journal Gifted Young Scientists. The ultimate in science education is for the education of gifted children. The problem of how gifted and also young scientists will be trained is the most important problem of education.

<https://icgyse.net/about-icgyse/>

World Council for Gifted and Talented Children (WCGTC) August 1 - 5, 2021, Dubai, United Arab Emirates



Developing The Future Of Gifted Education

The 24th WCGTC World Conference will be hosted at the Dubai World Trade Centre, August 1 – 5, 2021. The conference will focus on the theme of Developing the Future of Gifted Education. The World Conference is a great opportunity for researchers, educators, psychologists, parents, and other stakeholders to gather from around the globe to discuss the vital matters, issues, and concerns that impact the field of gifted education and gifted and talented children. The World Conference will be hosted by the Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance.

<https://worldgifted2021.com/>

6th International Conference on Lifelong Education and Leadership for all (ICLEL) July 13- 16, 2020, Sarajevo, Bosnia and Herzegovina



www.iclel.com

CALL FOR ADVERTISING CONFERENCES

Looking to share your conference with the world?

Send a brief description of the conference to:

WorldTalentWeb@ha.ae

(not more than 70 words)

“The WorldTalentWeb newsletter's team is very happy to advertise your conference.”

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