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NURTURING TALENTS

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ABOUT THE ARTIST

SHAMBHAVI SURYAVANSHI

Ms. Shambhavi Suryavanshi is currently in Grade 11 at Dr. Kalmadi Shamarao Junior College, Pune, Maharashtra, India. Among her several hobbies, painting is her absolute favourite.

She began painting at the age of 11, and with every stroke her love for it grew deeper. It gives her a unique sense of satisfaction and relaxation. She aspires to become an Engineer and continue nurturing her love for painting.

The Executive Committee 2024-2026

The Asia-Pacific Federation on Giftedness (APFG) affiliated with The World Council for Gifted and Talented Children (WCGTC).

The APFG consists of a President, a Vice-President, a Secretary, a Treasurer, the immediate past President and two more Delegates. The following Executive Committee Members were elected by the delegates on August 18, 2024 for a two-year term from 2024 to 2026.

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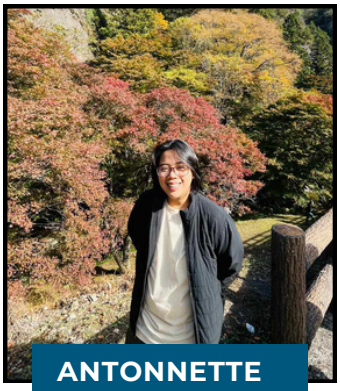

ANTONNETTE PAWILEN

FROM THE EDITORS' DESK

Dear friends and colleagues,

We are very pleased to bring out the first volume of Issue 13 of the APFG Newsletter as we approach the end of the year. First and foremost, we would like to express our sincere appreciation to the many contributors from across the Asia-Pacific region. The richness and diversity of perspectives shared from different countries and cultural contexts continue to make this newsletter a truly collaborative and international endeavour.

Over the past year, our dedicated team of subeditors has done an outstanding job bringing together high-quality scholarship and practice. Following the first volume in February 2025 as a Special Issue on the 18th APCG in Japan, and the second volume released in July 2025, this issue marks another important milestone for our community.

This volume begins with showcasing the upcoming 19th Asia Pacific Conference on Giftedness, to be held in Jeddah, Saudi Arabia from February 7-11, 2026. Preparations by our Saudi Arabian colleagues are well underway, and every effort is being made to ensure that the conference will be a vibrant, intellectually stimulating and memorable experience for all participants.

Article 2 from South Korea reports on the active implementation of advanced placement programs in gifted and science high schools. Having been in place for 10 years, these programs have received positive evaluations based on indicators of student success. Article 3 from Taiwan focuses on the importance of “effective questioning’ that guides students to think dialectically through academic learning and social participation. The article introduces a Questioning Strategy Observation Questionnaire for gifted education teachers.

Article 4 from India explores the relationship between flourishing and emotional regulation of high-ability youth in India, highlighting the need to facilitate awareness and understanding of the emotional needs of such youth in order for them to flourish. In article 5, authors from Hong Kong, China offer a practicum in gifted education and talent development at the University of Hong Kong. Designed for MEd students, the program equips future educators with competencies in creativity, socio-emotional learning, talent development, and career guidance.

Article 6 turns our attention to the Philippines, where the establishment of institutional programs and policies for gifted learners is gaining momentum. Given the country's demographic advantage of a large youth population, gifted education is increasingly being recognized as a national priority. Complementing this policy-focused perspective, Article 7 from Thailand examines the potential and limitations of the use of Artificial Intelligence (AI) in identifying and supporting gifted learners from diverse backgrounds.

The final two articles from Australia and Japan are celebratory in nature. Article 8 features interviews with two influential Australian voices in gifted education, offering insights into how Australia may shape the future of giftedness and talent development. The last article in this volume introduces Japan's first Centre for Gifted Education and Talent Development (EU-GATE) at Ehime University, an initiative that is opening new doors for gifted education and research in Japan.

As we look ahead, we are also considering new ways to broaden the voices represented in this newsletter. In addition to researchers and practitioners, we hope to explore the inclusion of perspectives from parents of gifted children, whose lived experiences provide invaluable insights into the realities of gifted education. More broadly, we aspire to foster greater participation from the many stakeholders involved in gifted education and talent development—educators, researchers, policymakers, families, and community partners—and to further promote meaningful partnerships across regions and sectors.

We hope you enjoy reading the articles as much as we did in bringing it together. We warmly invite you to contribute to future volumes and to continue shaping this shared platform.

Hoping to see many of you in Jeddah!

Dr Paromita Roy and Prof Manabu Sumida
Editors APFG Newsletter 2024 -2026

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APCG 2026

UBT
جامعة الأعمال و التكنولوجيا
UNIVERSITY OF BUSINESS AND TECHNOLOGY

The 19th Asia-Pacific Conference on Giftedness

Fast Forward: Vision 2050 for Gifted Education

7 - 11 February 2026

University of Business and Technology UBT

Jeddah, Saudi Arabia

APCG 2026 Theme

Under the overarching theme of "Fast Forward: Building a Better Future for Gifted Education 2050," we aim to collaboratively envision the future of gifted education and identify actionable steps to ensure a brighter future for gifted learners. At its core, APCG 2026 is an invitation to rethink the future of gifted education in a rapidly changing world. As we navigate globalization, emerging technologies, and increasingly diverse learning needs, the demand for innovative, adaptable, and inclusive approaches has never been greater.

The conference will be focusing on five critical sub-themes:

- **Diversity in Gifted Education:** inclusive strategies, methodologies, and underrepresented groups.
- **Twice-Exceptional Support:** bridging disability and ability through targeted interventions.
- **Personalized Learning:** tailored pathways at home, school, and university supported by innovative tools and technologies.
- **21st-Century Workforce Preparation:** equipping gifted competencies.
- **Vision for 2050:** advancing talent identification, innovation, and partnerships in the age of AI.

APCG2026 Experience: Highlights You Cannot Miss

APCG 2026 has been carefully curated to offer a rich blend of research, practice, and innovation; ensuring every participant finds meaningful learning, networking, and inspiration.

15+
Keynote Speakers

20+
Symposiums

10+
Pre-Conference Workshop

250+
Paper Presentations

GenAIYouth Summit

Connecting Talented Youth Through Creative Learning Experiences, Leadership Development, and AI-driven Exploration.

Gifthone Hackathon

On Educational Innovation Empowering Young Changemakers to Design Impactful Educational Solutions.

GenAI Youth Summit: Next Generation of Thinkers

Day & Theme	Sessions	ADVENTURES
7 February 2026 Let's Discover AI & The Mind	**AI basics & brain memory foundations** **What is AI?** Stories & role play **Teachable machine intro:** First AI project **Dreambot sketch:** Draw your dream robot **Mission kickoff:** Team up & problem brainstorming	Arabic storytelling circle
8 February 2026 Inspiration from the Past	**Arab innovation, memory in literature & math** **Guided reflection:** What inspires me to create? **Emotion quest:** Build a simple emotion recognition game **Poster creation:** Connect Arab invention to AI today	Field trip to King Abdullah University of Science & Technology (KAUST) Museum Arabic calligraphy & number games
9 February 2026 Nature, Ethics & AI	**AI for good, strategy, memory & ethics** **Ethics discussion:** Is all tech good? **Build AI model:** From ecosystems to environmental threats **Campfire talk:** How can AI protect nature?	Desert trip & storytelling Stargazing & cultural reflection
10 February 2026 Imagine the Future	**Creativity, memory, capacity & project refinement** **AI maker time:** Build & refine AI final projects **GenAI recap:** Reflection on youth summit experience **Pitch ready:** Rehearse your pitch & talent nig	Beach visit: Clean-up game & ocean reflection
11 February 2026 GenAI Celebration	**Expression, confidence & engagement** **Demo day:** Team project pitches & Q+A session **Celebration:** Award ceremony & family picnic	Evening travels

Register for Youth Summit!

Gifthone: Hackathon on Educational Innovation

The Gifthone is a global hackathon on educational innovation, bringing together 40+ teams from across the world to design innovative, scalable solutions to real-world challenges. As a pre-conference program, it empowers gifted students, young professionals, and innovators to collaborate, problem-solve, and transform their ideas into impactful projects through structured workshops, hands-on guidance, and dedicated mentorship. Finalists will be selected for an in-person pitching session during APCG2026.

Beyond the Conference : Field Activities & Cultural Experiences

- **8th February, 7 PM**
  Gala Dinner
  300 SAR

- **9th February, 6 PM**
  Al-Balad (Old Town Jeddah): A UNESCO World-class Heritage
  250 SAR

- **10th February, 6 PM**
  Desert Camping & Safari Experience: An Evening Under the Arabian Stars
  635 SAR

- **11 February, 8:30 AM**
  School Visits: A Glimpse into Saudi Arabia's Gifted Education in Action
  Free

- **11 February, 6 PM**
  Umrah: A Sacred Visit to the Holiest City in Islam
  Free

- **12 February – 14 February**
  AlUla: Ancient Landscapes and Timeless Wonders
  5500/5700 SAR

Field Trip Registration

APCG 2026

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Be Part of APCG2026

Whether you are a researcher advancing new ideas, a teacher igniting young potential, a policymaker designing more inclusive pathways, or a student exploring the frontiers of AI and creativity —APCG 2026 welcomes you to join a global community dedicated to shaping a brighter future for gifted education.

Join us & Register for APCG2026

7 - 11 February 2026

University of Business & Technology
Jeddah, Saudi Arabia

www.apcg2026-saudiarabia.org

info@apcg2026-saudiarabia.org

A DECADE OF THE ADVANCED PLACEMENT PROGRAM OF GIFTED SCHOOLS AND SCIENCE HIGH SCHOOLS IN KOREA

Prof. Jiyoung Ryu (KAIST)
Dr. Yoojung Chae (Keimyung University)
Ms. Hyejin Park (KAIST)

ABSTRACT

This study examines the 10-year outcomes of Korea's Advanced Placement (AP) program implemented across science gifted schools and science high schools from 2013-2023. Through analysis of course offerings, enrollment data, and credit recognition patterns, combined with focus group interviews (n=25) and surveys (n=233) of program alumni, we assessed both the program's growth and student perspectives. Results indicate active implementation across all gifted science schools and most science high schools, with generally positive student evaluations regarding university preparation. However, differences emerge between school types in course offerings and credit recognition rates. We propose recommendations for program enhancement and future research directions.

Keywords: Advanced Placement, gifted education, science schools

INTRODUCTION

The Advanced Placement (AP) program represents a significant educational intervention designed to provide academically advanced students with college-level coursework during high school. Originally developed in the United States, AP programs have expanded globally to address high-achieving students through academic acceleration, widely recognized as an effective approach for gifted education (Colangelo et al., 2004; Rogers, 2015).

In 2013, Korea implemented its distinctive AP program through a collaborative effort between five science and engineering-focused universities (KAIST, POSTECH, UNIST, GIST, and DGIST[1]) and specialized science schools. Unlike the American model, Korea's system focuses exclusively on mathematics, science, and computer science subjects, offering 14 courses. The program serves students in 8 science gifted schools and 20 science high schools. This system allows students at these 28 specialized high schools to take AP courses and receive college credits upon enrollment at participating universities. The program differs from the U.S. system by not utilizing standardized testing and is not used for college admissions. Despite the program's decade-long implementation, limited evaluation exists. Previous research examined

short-term perceptions (Lee et al., 2016, 2017), but no study analyzed the 10-year trajectory. This study investigates: How has Korea's AP program evolved over 10 years? How do students perceive the program's effectiveness?

METHOD

1) Study design and participants

This mixed-methods study employed both quantitative and qualitative approaches. The quantitative component involved analysis of institutional data from all participating schools and universities, while the qualitative component gathered in-depth perspectives from program alumni. The study surveyed 233 alumni from science and technology universities who had completed AP courses during high school, including 76 graduates from science gifted schools and 157 from science high schools. For the qualitative component, we conducted semi-structured focus group interviews with 25 university students who had completed AP courses, including 24 science gifted school graduates and 1 science high school graduate.

2) Data collection and analysis

To examine the program's 10-year evolution, we analyzed AP course offerings and enrollment data from 8 science gifted schools and 20 science high schools (2014-2023), along with credit recognition data from science and technology universities (2015-2024). We conducted focus group interviews with students who had taken AP courses, using semi-structured questionnaires covering enrollment motivations, perceived advantages and disadvantages, and credit recognition experiences. Based on these insights, we administered an online survey comprising 22 questions covering demographics, enrollment and credit status, motivations, perceived benefits and challenges, study time, and system perceptions. Data were analyzed using SPSS 27.0 for descriptive statistics.

RESULTS

1) Program Growth and Implementation

Analysis revealed distinct trajectories for the two school types. Science gifted schools demonstrated steady growth initially, expanding from 4 schools offering 66 courses to 3,460 students in 2014 to a peak of 8 schools with 145 courses serving 7,267 students in 2017. Following this peak, course offerings gradually declined to 112 courses for 4,897 students in 2023, though enrollment remained substantially above initial levels. This pattern suggests initial enthusiasm followed by stabilization as programs matured.

Science high schools experienced a gradual decline throughout the study period. From a high point of 20 schools offering 99 courses to 3,901 students in

<Table 1> Number of schools applying for joint AP and number of courses offered by year (2014-2023)

	Gifted Science School		Science High School	
	# of School	# of Courses offered	# of School	# of Courses offered
2014	4	66	-	-
2015	6	97	-	-
2016	7	117	20	99
2017	8	145	19	81
2018	8	131	19	72
2019	8	131	17	72
2020	8	119	17	69
2021	8	116	17	68
2022	8	121	17	68
2023	8	112	17	73

2016, participation decreased to 17 schools providing 73 courses for 3,146 students in 2023. This declining trend reflects structural challenges these schools face in implementing AP courses within standard secondary education regulations.

2) Course Enrollment Patterns

Course enrollment showed consistent patterns. Most popular were foundational subjects: Calculus I, General Physics I, and General Chemistry I. Advanced courses had lower enrollment, particularly in science high schools due to early graduation. Science gifted schools maintained robust enrollment while science high schools showed minimal participation.

3) Credit Recognition Outcomes

Credit recognition patterns revealed substantial differences between school types. Science gifted school graduates achieved consistently high recognition rates, averaging 88.78% over the 10-year period. These students received an average of 6.6 courses (15.8 credits) per individual, with rates peaking at 95.5% in 2016 and remaining stable above 84% throughout. This high recognition rate indicates strong alignment between AP coursework and university expectations. Science high school graduates experienced lower but improving recognition rates. Starting from 37.5% in 2017, recognition rates increased to 62.7% in 2024, with an overall average of 55% across the eight-year period. These students received an average of 1.9 courses (5.9 credits) per individual. The improving trend suggests gradual enhancement in program quality and alignment, though significant gaps remain compared to science gifted schools.

4) Student Motivations and Learning Experiences

Survey data revealed complex motivations underlying student participation. The majority (63.5%) cited program requirements as their primary motivation, indicating that AP participation was often mandatory or strongly encouraged. However, students also reported intrinsic motivations, with 52.4% citing advanced educational opportunities and 39.5% mentioning preparation for university studies. Credit recognition potential (34.3%) and perceived admission benefits (32.6%) were secondary considerations, suggesting that immediate practical benefits were less important than educational value.

5) Perceived Benefits and Challenges

Students identified multiple benefits from AP participation. On a five-point scale, they rated advanced learning opportunities highest (mean = 3.65), followed by English science term exposure (3.58) and manageable learning time compared to university courses (3.54). Students particularly valued high schools' small class sizes and intensive instruction quality, which

<Table 2> Benefits of taking AP Courses

Benefits of taking AP Courses	Mean	SD	Min. Value	Max. Value
Detailed explanation of course content	3.42	1.413	1	5
Class atmosphere	3.36	1.379	2	5
Class quality	3.42	1.397	2	5
Class size	3.48	1.387	1	5
Learning hours	3.54	1.38	2	5
In-depth learning	3.65	1.4	1	5
Various experiments and research	3.42	1.24	1	5
Familiarity with English terms	3.58	1.353	1	5
Instructor competence	3.46	1.377	1	5

they perceived as superior to large university lectures. Many noted that early exposure to English science terminology and research-oriented instruction enhanced their confidence in university settings.

6) Overall Program Satisfaction

Program satisfaction measures indicated strong student endorsement. Overall satisfaction ratings ranged from 4.00 to 4.18 on a five-point scale. Remarkably, 79.8% of students indicated they would choose AP courses again if given the opportunity, while only 0.9% expressed regret. Interestingly, 43.8% regretted not taking more courses, suggesting students recognized the program's value more fully in retrospect. Students strongly supported program continuation (4.15) and expansion, particularly valuing credit recognition opportunities (4.45) and advanced

<Table 3> Overall program satisfaction

Overall program satisfaction		Number	%
AP Selection	I will take AP course again if given the opportunity	186	79.8
	I prefer taking basic college courses rather than AP	47	20.2
AP Course review	I regret taking the AP course.	2	0.9
	I regret not taking more AP courses in high school.	102	43.8
	I don't regret taking the AP course.	129	55.4

DISCUSSION

The 10-year analysis reveals distinct trajectories between school types. Science gifted schools successfully integrated AP programming, benefiting from curricular autonomy and specialized faculty. This flexibility enabled sustained growth and quality implementation. Science high schools faced constraints under standard regulations, limiting. specialized educational access (4.31) coursework and qualified instructors. The master's degree requirement for AP teachers created staffing challenges, contributing to declining offerings.

The program demonstrates educational value through student success indicators. High credit recognition rates show AP coursework prepares students for university. Earning nearly 16 credits before university allows earlier graduation or more research time.

Students reported enhanced confidence and readiness for university. English-language materials and research instruction proved valuable. Small class sizes and intensive instruction created learning environments that many students found superior to large university lecture courses, suggesting that the AP program offers pedagogical advantages beyond simple content acceleration.

The program's impact extends to career opportunities. Early credits enable pursuing research, internships, and double majors. Students reported AP credits allowed earlier laboratory access and interdisciplinary studies. This flexibility gives students an advantage in competitive environments.

Despite overall success, several challenges require attention to ensure program sustainability and equity. The program's restriction to specialized schools raises fundamental questions about educational access and fairness.

While these schools serve high-achieving students, many talented students in regular high schools lack access to similar opportunities. This limited access potentially exacerbates educational inequality, particularly given that admission to specialized schools often correlates with socioeconomic advantages. Competitive pressure and intensive workloads, while not rated as major concerns by students, nonetheless warrant attention. The competitive environment may undermine intrinsic motivation for learning and contribute to student stress.

Findings suggest policy implications. Science gifted schools' success demonstrates value of autonomy and flexibility. Policymakers should consider similar flexibility for science high schools. Program benefits support expansion through online delivery or regional partnerships to regular high schools, requiring careful planning for instructor training.

Study limitations include potential selection bias toward successful students. Limited representation from science high schools in qualitative data collection may also affect generalizability. Future research should address these limitations by employing more comprehensive sampling and incorporating multi-stakeholder perspectives. Longitudinal studies tracking graduates' university performance and career trajectories would provide valuable evidence of program impact.

Comparative analyses between AP participants and matched non-participants could help isolate program effects from selection factors. Investigation of how socioeconomic background influences AP access and outcomes would inform equity-focused policy improvements.

CONCLUSION

Korea's AP program achieved success over its first decade, providing advanced opportunities to students and facilitating university transitions. Effectiveness is evident in high satisfaction, credit recognition, and positive impacts. The divergent school experiences illuminate institutional factors' importance.

Sustainability challenges, particularly in science high schools, require policy attention for viability and expansion. Addressing equity and strengthening support systems is essential for continued development. As Korea seeks to maintain its position in global science and technology education, the AP program represents a valuable tool for nurturing advanced talent. The findings support continued investment in AP programming while highlighting the need for systematic improvements to enhance accessibility and strengthen institutional foundations.

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Prof. Jiyoung Ryu

Yoojung Chae,Ph.D

Hyejin Park,M.S

A QUESTIONING STRATEGY OBSERVATION QUESTIONNAIRE FOR GIFTED EDUCATION TEACHERS

Prof. Wei-Ren Chen
Associate Professor
Department of Special Education, National Taiwan Normal University

The skillful questioner is like a workman addressing himself to deal with a hard tree. First he attacks the easy parts, and then the knotty. After a long time, the pupil and master talk together, and the subject is explained. The unskillful questioner takes the opposite course.

--Xue Ji, The Classic of Rites《禮記》<學記>

INTRODUCTION

Questioning is the artistry of teaching. Guiding students to think dialectically to explore issues in academic learning and social participation by problem posing is an essential competence for gifted education teachers (Gilson et al., 2014; Maker & Nielson, 1996; VanTassel-Baska, 2014).

Gifted education teachers typically encounter challenges in raising effective questions or posing problems. What challenges teachers most is how to ask effective questions. The term "effectiveness" involves the ways of interactive communication, the skills of probing follow-up questions, and the responses that leverage and empower.

It is necessary to deepen the discourse on the topics, and all of these methods are indispensable. However, there are few tools for gifted education teachers to improve or reflect on their questioning strategies. The purpose of this paper is therefore to introduce a questioning strategy observation questionnaire for gifted education teachers.

THE IMPORTANCE OF QUESTIONING

The importance of questioning for learning is described as follows. First, questioning can sustain learning motivation. While direct instruction could stimulate student thinking, the maintenance of learning motivation requires the formation of an "irresistible" force in the process of questioning, clarification, and debating arguments in dialogue (Lin & Horng, 2014). Second, questioning can facilitate self-directed learning. The essence of inquiry- based learning, commonly used in gifted education today, is questioning. In the process of teacher questioning, students learn to explore interesting topics systematically. Through self-questioning, students learn to guide themselves to become independent learners. The essence of well-designed questioning lies not in

how many questions are asked, but in having "good questions" that can assess and promote students' independent learning (VanTassel-Baska, 2014). Third, questioning can scaffold intellectual involvement. Good questions challenge students to explain and interpret what they have learned in their own way, scaffold students' intellectual engagement, and teach them how to become critical thinkers who continuously probe for meaning. Such thinkers can select and enrich information, and use deep knowledge to solve problems in various learning and life contexts (Francis, 2016). Taken together, questioning becomes a key competence of teacher professional learning.

QUESTIONING FOR GIFTED LEARNERS

Regarding the learners' needs, questioning can fulfill gifted learners' curiosity and desire to explore the world. The intention to investigate things deliberately can also be guided step by step through questioning to understand what they want to know. The abundant knowledge background and excellent thinking abilities of gifted learners can serve as the basis for exploration in questioning, and can stimulate higher-order thinking. Questioning can transform gifted learners' potential to solve real-world problems into systematic exploration (VanTassel-Baska, 2014).

Richard Feynman (2010), the contemporary physicist, wrote an interesting poem that represents the gifted learner's desire to know by questioning:

Wonder
I wonder why, I wonder why,
I wonder why I wonder,
I wonder why I wonder why
I wonder why I wonder.

The implementation of questioning for gifted students' learning has been discussed. Maker and Nielson (1996) pointed out that gifted students are able to go beyond surface information and make deep and creative connections. Open-ended questions posed by teachers or gifted students themselves can expand the scope of inquiry, moving towards more intellectual adventures. VanTassel-Baska (2014) argued that questions at multiple levels can become a form of artful inquiry for gifted students, satisfying their curiosity, thirst for knowledge, and thinking skills in questioning and responding. In particular, many gifted students are eager to explore and solve real-world problems, in which questioning can help them transform their innate motivation into systematic research. In a series of studies on enriched reading curricula, Gilson et al. (2014) found that teachers can effectively use follow-up questioning techniques to ask students more challenging questions, which will lead them to think deeply about the text and share their ideas, fostering higher order thinking.

However, there are few tools which can help teachers nurture their questioning-and-thinking instructional competence.

ANCHORING LEARNING THROUGH ESSENTIAL QUESTIONS

Different types of questions need to be addressed in a timely and appropriate manner at different stages of the curriculum. Essential questions are those questions that present the focus and expectations of learning (Francis, 2016; McTighe & Wiggins, 2013). Anchoring learning through essential questions could be an effective way for gifted education teachers to teach high potential learners. Essential questions guide students to understand the central ideas, core concepts, and thematic understanding of the curriculum in order to build problem consciousness.

Through essential questions, students develop deeper arguments and engage in authentic learning as anchors for learning. Furthermore, the main essential questions of the overall curriculum can serve as the ongoing focus for students to continuously contemplate (or even in their lifelong learning), while the essential questions in each learning stage correspond to the main essential questions, which make students' learning coherent and interconnected.

According to McTighe and Wiggins (2013), exploration along with essential questions is akin to a spiral that requires students to think back and forth between the question and new sources of information or experience. Repeatedly returning to the essential question facilitates students' further probing, deeper thinking, and formulation of insightful perspectives McTighe and Wiggins (2013) articulated a four-phase process for implementing essential questions: introducing a question designed to cause inquiry, eliciting varied responses and questioning those responses, introducing and exploring new perspectives, and reaching tentative closure.

QUESTIONING STRATEGY OBSERVATION QUESTIONNAIRE FOR GIFTED EDUCATION TEACHERS

Referring to the concept of essential questions (McTighe & Wiggins, 2013) and relevant literature (VanTassel-Baska, 2014; VanTassel-Baska &Stambaugh, 2006), an observation questionnaire, the Questioning Strategy Observation Questionnaire, was developed for gifted education teachers.

The four subscales of the questionnaire are: posing inquiry questions, eliciting diverse responses, triggering alternative perspectives, and reaching tentative assertions.

Subscale 1: Posing inquiry questions.
The goal of **Subscale 1** is to ensure that the essential question is thought-provoking, and is related to both gifted students and the learning content.

Gifted students are able to explore through appropriate and fruitful resources in which the question comes to life.

Item	Always	Usually	Often	Sometimes	Rarely
1. I am able to establish essential questions in the course that stimulate higher-order thinking.	5	4	3	2	1
2. I am able to design essential questions that are significant and transferable within the discipline or across disciplines.	5	4	3	2	1
3. I am able to select different types of questions (e.g., guiding, probing, essential questions) based on the learning objectives.	5	4	3	2	1
4. I am able to organize relevant learning resources or problem scenarios based on essential questions.	5	4	3	2	1
5. I am able to create appropriate opportunities at the beginning of the course to introduce essential questions that facilitate students' inquiry.	5	4	3	2	1
6. I am able to use essential questions to center the course around higher-order skills, concepts, and thinking.	5	4	3	2	1

Subscale 2: Eliciting diverse responses.

In **Subscale 2**, teachers are expected to use questioning skills and protocols to elicit a wide range of possible but imperfect responses to the essential question. Teachers have to guide gifted students to probe the originally essential question between their perspectives and the inherent ambiguity in the question.

Item	Always	Usually	Often	Sometimes	Rarely
7. I am able to help students understand that they can have multiple reasonable ideas.	5	4	3	2	1
8. I am able to help students understand that learning resources or scenarios may stimulate different ideas.	5	4	3	2	1
9. I am able to point out inconsistencies or differences when probing or challenging students' ideas.	5	4	3	2	1
10. I am able to invite students to propose further directions for critical thinking or new ideas.	5	4	3	2	1
11. I am able to guide students in organizing everyone's ideas to rethink and analyze the essential question.	5	4	3	2	1

Subscale 3: Triggering alternative perspectives.

In order to extend inquiry or rethink tentative conclusions reached so far, teachers can bring new information to the inquiry in **Subscale 3.** Gifted students might come up with new responses to the essential question, or identify possible connections and inconsistencies to probe.

Item	Always	Usually	Often	Sometimes	Rarely
12. I am able to demonstrate to students how to think about the essential question from different perspectives.	5	4	3	2	1
13. I am able to introduce new information or perspectives related to the essential question to challenge the students' preliminary conclusions.	5	4	3	2	1
14. I am able to inspire students to continuously think about the essential question from different perspectives, both individually and in groups.	5	4	3	2	1
15. I am able to help students understand that continuously thinking about the essential question from different perspectives leads to a deeper understanding.	5	4	3	2	1

Subscale 4: Reaching tentative assertions.

In Subscale 4, based on tentative understandings of both content and process, gifted students have to articulate their findings, new perspectives, or questions that they want to explore in advance.

Item	Always	Usually	Often	Sometimes	Rarely
16. I am able to guide students to summarize their preliminary conclusions.	5	4	3	2	1
17. I am able to guide students to organize questions that still need further critical thinking.	5	4	3	2	1
18. I am able to guide students to come up with new questions themselves.	5	4	3	2	1
19. I am able to guide students to provide evidence and logical reasoning to explain their current conclusions about the essential question.	5	4	3	2	1
20. I am able to guide students to present opposing evidence and arguments against their preliminary conclusions regarding the essential question.	5	4	3	2	1

CONCLUSION

The master who skillfully waits to be questioned may be compared to a bell when it is struck. Struck with a small hammer, it gives a small sound. Struck with a great one, it gives a great sound. But let it be struck leisurely and properly, and it gives out all the sound of which it is capable. He who is not skillful in replying to questions is the opposite of this.
--Xue Ji, The Classic of Rites《禮記》
<學記>

Questioning is the artistry of teaching. Guiding students to think dialectically to explore issues in academic learning and social participation by problem posing is an essential competence for gifted education teachers. The questioning strategy observation questionnaire based on the concept of essential questions could be an effective tool for pre-service or in-service teacher training. By using the questionnaire in teacher professional learning, we can nurture more "skillful questioners" who are able to elicit learners' potential.

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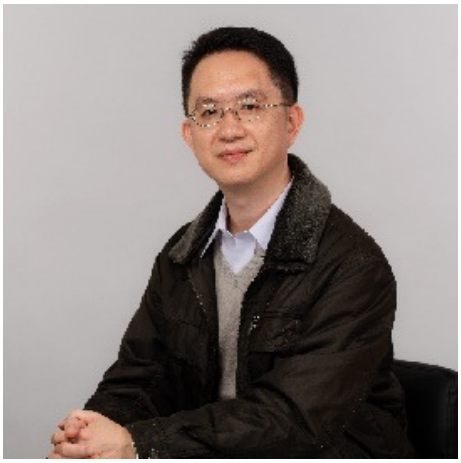

FLOURISHING AND EMOTION REGULATION OF HIGH-ABILITY YOUTH

Ms. Isha Kanhere[1] and Prof. Meenakshi Gokhale[2]
[1]Jnana Prabodhini's Institute of Psychology, Savitribai Phule Pune University
[2]Sir Parshurambhau College, Savitribai Phule Pune University

ABSTRACT
This study aims to explore the relationship between flourishing- as measured by Seligman's PERMA model (2011) and Emotion Regulation of High-Ability Youth (HAY) (n=68) aged 18 to 35 years, identified through various gifted identification or talent development programs in India. The results revealed a negative correlation between Flourishing and Difficulties in Emotion Regulation, which probes to delve deeper into this investigation. This endeavour serves as a starting point for professionals to create focused initiatives that will enhance the flourishing of HAY.

Keywords: flourishing, emotion regulation, high-ability youth

India aspires to develop rapidly, with its energetic youth expected to lead this progress. However, today's young population faces multiple challenges, including unemployment, intense global competition, and rising mental health issues (Gure, 2024). This article sought to understand the relationship between flourishing and HAY's emotional regulation. This population often demonstrates exceptional cognitive and emotional capacities, yet their well-being is usually undervalued. Understanding how flourishing relates to emotion regulation in this population is crucial for fostering their psychological resilience and overall development.

High-Ability Youth
HAY are those who are identified as having higher ability/gifted through any gifted education/talent development or talent identification programs, indicating high potential or performance in one or more human endeavours and those who are between the ages of 18 to 35 years.

Flourishing and Emotion Regulation
Flourishing is considered as to enhance five aspects of well-being: PERMA (Seligman, 2011). As per the model, five pillars contribute to the sense of flourishing.

Positive emotion (P): the general feeling of joy and contentment
Engagement (E): being absorbed in any activity or the world itself
Relationship (R): feeling loved and valued by others
Meaning (M): having a sense of purpose and direction in life
Accomplishment (A): feeling of knowledge and/or achievement but not necessarily a big one.
Emotion regulation is the process by which individuals influence which emotions they have, when they have them, and how they experience and express them (Gross, 1998).

PURPOSE

Research on high-ability individuals largely focuses on school-aged children, aiming to nurture their needs. However, studying HAY can reveal the long-term impact of gifted education and guide future practices, especially considering India's New Education Policy (NEP) 2020. Since most talent programs emphasise cognitive ability, this study underscores the importance of holistic development. While mixed outcomes for high-ability individuals are reported (Neihart, 1999), recent studies indicate more positive adult adjustment (Rinn & Bishop, 2015). This research seeks to clarify these patterns within the Indian context.

METHOD

Flourishing was measured using the PERMA Profiler (Butler & Kern, 2016), a 23-item rating-scale. Emotion regulation was assessed with the Difficulties in Emotion Regulation Scale (DERS) (Gratz & Roemer, 2004), comprising 36 items across six subscales: non-acceptance, goal-directed behaviour, impulse control, emotional awareness, regulation strategies, and emotional clarity. The participants were sensitised regarding the nature and purpose of the study, liberty of participation, stakes and benefits, confidentiality of identity, and the potential uses of the survey results. Doubts regarding the survey were addressed as and when required.

The total sample of 68 participants (Males = 28, Females = 40) was purposively chosen using an incidental sampling method. The average age of participants was 27. The educational level ranged from Higher Secondary to PhD or equivalent. They were either from magnet schools or from gifted centres/various scholarship holders. All the participants were from urban or semi-urban areas. After approaching the participant through email or WhatsApp, first written consent was obtained and they were asked to fill out a personal data sheet along with the questionnaires.
carried out.

Table 1
Descriptive statistics of PERMA-Profiler

	Mean	Std. Deviation	Variance
P	21.69	4.624	21.381
E	22.66	3.858	14.884
R	21.50	4.808	23.119
M	21.59	5.210	27.141
A	21.57	3.997	15.980
Total PERMA	116.40	18.326	335.855

Note. $N = 68$. M= Mean. SD= Standard Deviation.

Table 2
Descriptive statistics of Difficulties in Emotion Regulation

	Mean	SD	Variance
Non-Acceptance	11.90	5.14	26.42
Goals	13.19	4.52	20.43
Impulse	11.47	4.12	16.94
Awareness	14.63	4.92	24.18
Strategies	16.49	5.49	30.13
Clarity	9.87	3.51	12.30
Total DERS	77.54	20.83	433.89

Note. $N = 68$. M= Mean. SD= Standard Deviation.

RESULTS AND DISCUSSION

Initial descriptive statistics for PERMA Profiler (Table 1), DERS (Table 2) and correlational analysis (Table 3) were
Values (Table 3) show a weak to moderate negative correlation amongst all the dimensions, suggesting that emotion regulation contributes meaningfully but not exclusively to the Flourishing of HAY. Results show that total Flourishing (PERMA) has a significant negative correlation with all the dimensions of Difficulties in Emotion Regulation. This indicates that as emotion regulation difficulties increase, flourishing scores decrease. Non-acceptance shows a significant negative correlation with total Flourishing (*p* <0.01, r = -.46).

Table 3
Showing correlations among dimensions of PERMA and DERS

	P	E	R	M	A	Total PERMA
Non-Acceptance	-.39**	-.24*	-.38**	-.35**	-.35**	-.46**
Goals	-.25*	-.25*	-0.2	-0.2	-.37**	-.32**
Impulse	-0.18	-0.04	-.30*	-0.15	-.31*	-.26*
Awareness	-.33**	-.26*	-.42**	-.42**	-.56**	-.51**
Strategies	-.45**	-.24*	-.36**	-.37**	-.34**	-.47**
Clarity	-.39**	-.31**	-.28*	-.37**	-.46**	-.48**
Total DERS	-.45**	-.30*	-.44**	-.42**	-.51**	-.56**

Note. *. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Non-acceptance of emotional responses shows a negative correlation with all dimensions of Flourishing, namely: Positive emotion (p <0.01, r = -.39), the Engagement. (p<0.05, r = -.24),

Relationship (*p* <0.01, r = -.38), Meaning (*p* <0.01, r = -.35), and Accomplishment (p<0.01, r = -.35). High-ability individuals are sometimes seen as self-reliant and smart enough to figure out their issues even if they are overwhelmingly distressed. Cognitive capacities do *not* guarantee socio-emotional adjustment (r, 2020). Not accepting difficult emotions can be seen in the famous web series Young Sheldon, 7th season, written by Lorre et al. (2024), which follows a profoundly gifted child. After the unexpected demise of Sheldon's father, the 14-year-old boy narrated *"Eventually I realised there was a better way to deal with grief: avoid it completely."*

Difficulties Engaging in Goal-Directed Behaviour negatively correlates with Positive Emotion (p <0.05, r= -.25), Engagement (p <0.05, r= -.25), Accomplishment (p <0.01, r= -.37), and total Flourishing (p <0.01, r= -.32) at a significant level. On the other hand, it shows a negative correlation with the Relationship and Meaning dimensions of Flourishing but not at a substantial level. Impulse control shows a significant negative correlation with two dimensions of PERMA, and these are- Relationship (p <0.05, r= -.30), and Accomplishment (p <0.05, r= -.31). It shows a weak. but significant connection with the entire Flourishing (p <0.05, r= -.26).

lThese findings imply that difficulties in impulse control can hinder an individual's relationships and sense of accomplishment, contributing to a lower overall sense of flourishing in ife. The next dimension, Awareness, shows a significant negative association with all five pillars of Flourishing and overall Flourishing ($p < 0.01$, $r = -.51$), indicating the importance of becoming aware of emotions. The correlation coefficients between lack of emotional awareness and all five dimensions of Flourishing range from -.26 to -.56, showing significant associations in all five. This advocates the importance of giving attention to one's emotional response for the well-being of HAY.

The next dimension, lack of access to emotional regulation Strategies, shows a weak to moderate degree of association with Flourishing. The correlation coefficient values range from -.24 to -.45 for PERMA and total Flourishing. For Engagement it is showing significance at the 0.05 level, for all other factors and total Flourishing it is significant at the 0.01 level.

This highlights the need to inculcate teaching such strategies at the school level, as discussed in multiple studies (Chan, 2003; Jones, 2013; Neihart,1999). Lack of Clarity towards emotions and emotional responses.

This highlights the need to inculcate teaching such strategies at the school level, as discussed in multiple studies (Chan, 2003; Jones, 2013; Neihart,1999). Lack of Clarity towards emotions and emotional responses, exposes a weak but significant correlation with Relationship ($p < 0.05$, $r = -.28$), and moderate negative linkage with Positive Emotions ($p < 0.01$, $r = -.39$), Engagement ($p < 0.01$, $r = -.31$), Meaning ($p < 0.01$, $r = -.37$), Accomplishment ($p < 0.01$, $r = -.46$) and total Flourishing ($p < 0.01$, $r = -.48$).

Overall, higher difficulties in emotion regulation were linked to lower flourishing, with the strongest association between Total PERMA and Total DERS ($r = -.56$, $p < .01$). These findings hint that emotional awareness, clarity, and effective regulation strategies play an important role in the Flourishing of HAY.

LIMITATIONS

The study is limited by its small sample size and reliance on self-report measures, restricting generalizability. Future research with larger samples and qualitative data could provide deeper insights.

IMPLICATIONS

This research indicates the need to facilitate awareness and understanding of the emotional needs of HAY. Keyes (2012) emphasises the importance of promoting and protecting positive mental health throughout life, starting early in youth. The findings suggest that emotion regulation is a worthwhile contributor to the Flourishing of HAY. Based on this some recommendations can be as follows:

- Interventions aiming to enhance awareness, acceptance, and regulation of emotions are needed.
- Incorporating emotion regulation training into well-being programs may help individuals develop more effective coping mechanisms and improve their overall well-being.
- Fostering emotional awareness and acceptance may be a valuable therapeutic approach in counselling such clients.

DIRECTIONS FOR FUTURE RESEARCH

The study can be undertaken at a high school level as well. Likewise, with a larger sample size, a comparative understanding can be made for different gifted education centres, schools, or programs. Other contributing factors to Flourishing can be studied. Having an Indian tool to assess well-being or Flourishing is also necessary. A qualitative study through interviews, focus group discussions or case studies can be carried out.

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Authors Note

This study is a small part of the first author's PhD study, and no organisation or university sponsor it. The proposal of the same has been approved by Savitribai Phule Pune University's Research and Review Committee and has gone through the Institutional Ethical Committee of Jnana Prabodhini. Portions of these findings were presented at the 18th Asia-Pacific Conference on Giftedness held in Japan in August 2024 and in the International Conference on Gifted Education held by Kaveri Gifted Education and Research Center in October 2024. We have no conflicts of interest to disclose.

Dr. Prof. Meenakshi Gokhale

Ms. Isha Kanhere

THE PRACTICUM IN GIFTED EDUCATION AND TALENT DEVELOPMENT: A UNIQUE OFFERING AT THE UNIVERSITY OF HONG KONG

Dr. Serene Chan[1] , Dr. Ho-cheung Lee[2], Ms. Ka Yan Katherine Yuen[3], Dr. Mantak Yuen[4]
[1]University of Hong Kong, Hong Kong, China
[2]Ying Wa Primary School, Hong Kong, China
[3]Carmel Alison Lam Primary School, Hong Kong, China
[4]Hong Kong Shue Yan University, Hong Kong, China

INTRODUCTION

Since 2018, the University of Hong Kong has been offering a Master of Education (MEd) specialism in Gifted Education and Talent Development (GETD). This graduate professional course focuses on various aspects of gifted education and talent development in schools and similar settings. MEd students in the course are equipped with the competencies and strategies for the delivery of gifted education as a whole-school approach as well as the enhancement of creativity, social and emotive learning, talent development, and career guidance. As theory and practice are equally important, the GETD course began to incorporate a compulsory practicum module for MEd students in 2020.

Requirements of the practicum

The purpose of the GETD practicum is for our MEd GETD students to have the opportunity to put theories into practice. While this is not a teacher training course, students are able to experience designing and conducting enrichment programmes for gifted and talented individuals in their school or an approved organization, such as education centres or NGOs. In terms of the requirements of the practicum, each MEd student is expected to deliver an enrichment programme which totals approximately 18 hours with an additional 4 hours for mentoring individual programme participants. Their target participants could be from any age group or education level (from kindergarten to university) or even parents. At the end of the practicum, students will compile a practicum portfolio which includes their programme proposal, progress records, and a detailed reflection paper where they critically reflect on their own experiences.

Individual and Group Supervision

The module is a supervised practicum, and each MEd student is assigned a practicum supervisor, who provides guidance and individual supervision on their progress. Practicum supervisors

are experienced educators who are expert teachers in their own subject area and have been actively engaged in gifted education and talent development initiatives. This one-to-one supervision is both a personal mentorship as well as coaching, and students can gain professional insights from their supervisor (Badia & Clarke, 2021).

In addition, students meet in small groups of 5 to 6 at the university where they exchange ideas and discuss issues. Such structured group supervisions provide safe spaces for interpersonal learning and self-reflection (Schumann et al., 2020, Tan & Chou, 2018). During group sessions, students also deliver presentations and engage in role plays as they share about their enrichment programmes and provide constructive feedback to one another. The framework of Sternberg's (2003) Successful Intelligence is employed, and students exercise their Analytic Intelligence (e.g., What was good about this programme?), Creative Intelligence (e.g., In what ways could you further enhance the programme?), and Practical Intelligence (e.g., What practical suggestions can you give to improve the programme?).

REFLECTIONS OF SUPERVISORS

Two of our supervisors have been invited to share their experiences from the practicum.

Ho-cheung Lee

I have helped in this practicum twice, in 2023 and 2025. What makes this module stand out is the opportunity for students to learn from one another on gifted programme design, teaching methods, and content selection, guided by an experienced supervisor in the process.

Each student of the module is not only offering a gifted course; they are themselves gifted and talented. As their supervisor, I have learned a great deal about various disciplines, including advanced mathematics, Chinese drama, music ensemble, and career development design, to name a few.

All our interactive and engaging sessions involve presentations, discussions, group work, role play, and one-on-one conversations on Zoom. These activities allow students to develop a strong partnership with one other and with their supervisor. It is always wonderful to see my students' designed programmes gradually taking shape under carefully designed guidelines and scaffolding opportunities.

The final written portfolio, in particular, sums up students' hard work and provides evidence of their course participants' enhancements.

I find the whole journey meaningful, fruitful, inspirational, and practical. I look forward to seeing the different batches of my University of Hong Kong students help their own gifted students soar even higher.

Ka Yan Katherine Yuen

As an in-service vice principal at a local primary. school and practicum

supervisor in the MEd GETD programme at the University of Hong Kong, I have found it deeply rewarding to guide students in bridging theory and practice.

Drawing from my current school leadership experience, I am able to provide comments and feedback grounded in authentic, real-world contexts. This perspective allows me to share practical cases and examples that help MEd students better understand the realities and challenges of implementing gifted education in schools.

I also have a personal connection with the programme as I was once an MEd GETD student myself. I greatly benefited from this unique practicum design, which I found purposeful and instrumental in enhancing my confidence and competence in conducting gifted education programmes. Having personally experienced the value of this practicum, I truly recognize its significance as an exceptional platform for current MEd students to apply their learning, experiment with ideas, and engage in critical reflection on their practices.

Seeing students gradually transform their conceptual knowledge into meaningful educational experiences for gifted learners is immensely gratifying, and I am honoured to play a part in nurturing the next generation of passionate educators in the field of gifted and talent development.

CONCLUSION

The practicum is a valuable opportunity for MEd students to develop professional competencies in applying theories and strategies for gifted and talented learners in real-life settings. These firsthand experiences are instrumental in their future careers in supporting learners in schools and relevant contexts. Ultimately, these experiences lay the groundwork for future contributions to practice in supporting gifted and talented learners in Hong Kong and beyond.

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Practicum Supervisors from left to right:
Dr. Ho-cheung Lee, Dr. Serene Chan, Prof. Mantak Yuen, and Ms. Ka Yan Katherine Yuen

THE PHILIPPINES: AT THE CUSP OF ESTABLISHING INSTITUTIONALIZED PROGRAMS AND POLICIES FOR THE GIFTED

Mr. Albert Napoleon J. Roldan, M.M.
Faculty, University of the Philippines-Diliman
Consultant, Gifted & Talented Education Programs, Dept. of Education

For the past decade or so, the Philippines has experienced a demographic advantage in that it has a fairly young population, with over 58 % of it estimated to be under the age of 30. With an approximate figure of 116.8 million, it is the second most populous country in ASEAN (Association of Southeast Asian Nations). With this staggering figure, policymakers and stakeholders in different fields, particularly in education, government, and business should respond swiftly on how to develop and position the potential that this advantage affords, as it could redound to a favorable economic outlook for the nation.

A significant portion of this young population is composed of gifted and talented individuals – and the Philippine government has made strides in establishing and expanding programs, polices, and schools that cater to their needs. As of today, the country's education sector is poised to institute a comprehensive and coherent national policy for gifted education, working closely with various institutions to knit together past initiatives and address gaps in its implementation. Here is a brief report of these past initiatives:

1. Establishment of flagship institutions such as the Philippine High School of the Arts, and the Philippine Science High School System: these two establishments have acquired international recognition and have produced outstanding graduates both locally and abroad. Along with these are specialized "lead" schools for both the arts and sciences, in the city and regional levels.

2. Creation of Special Curricular Programs: the country's Department of Education (DepEd) has tailored special programs for the basic education sector (elementary & high school) for the Arts, Foreign Languages, Journalism, Science & Engineering, and Sports. There are also programs for learners with special needs.

3. Alternative delivery modes for flexible learning: as seen in the Open High School Program, the Alternative Learning System (ALS), and Education for All (EFA) platforms which are realized through distance education.

4. Headstart Program for Gifted & Talented Preschoolers: classes which identified and nurtured 4–5-year-old students exhibiting early signs/exceptional degrees of giftedness.

5. Government support: Congress has proposed several bills such as the Gifted and Talented Students Education Act of 2010 (Senate Bill No. 1979) to provide funding and the legal framework for such programs to stand, but its implementation has been limited, vague, and under-resourced.

These initiatives are, at best, fragmented, incoherent, and still below international benchmarks. Nevertheless, a systematic framework that would encompass all aspects of the gifted and talented program in the Philippines is already in place and is currently undergoing refinements. The groundwork for clear guidelines that will standardize educational programs, budgets, mandate, and services for gifted and talented learners has been laid out, and will be the basis for a single comprehensive gifted education law. Considerations have been made and are continuously being refined pertaining to the following issues:

A] A consensus and standardization of operational definitions, nomenclature and applications; and their eventual dissemination to relevant institutions;

B] Standardized procedures for the identification, screening, and placement of gifted and/or potentially gifted students in their respective fields (mathematics, science, music, arts, dance, theater, etc.) This entails a shift from the dominance of math and science and onto multiple intelligences.

C] Standardized procedures for the monitoring, risk reduction/continuity measures for students admitted into these programs.

D] Standardized procedures in the administration of evaluations and other forms of assessments.

E] Standardized guidelines in teacher training, respective to the subject area.

F] Alignment with UNESCO's Sustainable Development Goal 4 (SDG 4): Ensuring Inclusive and Equitable Quality Education for All and the promotion of lifelong learning. This works also in conjunction with the existing IPED (Indigenous People Education) program.

G] Standardized guidelines in the qualification of teachers who will mentor gifted students in their respective fields.

H] Continuous profiling of gifted students resulting in flexible

instructional modalities (acceleration, enrichment activities, mentorship, internship, differentiated instruction, etc.) specialized to their needs.

I] Identification and resolution of possible overlapping policy coverages for students with special needs (SNEDs), some of whom may or may not exhibit giftedness, for the optimization of resources.

J] Creation of an appropriate administrative and financial support system, detailing the roles of different agency levels in the implementation of the programs.

K] Involvement of the community as a source of positive socio-emotional support for the gifted learner, and ensuring holistic growth and learning in all areas, especially in areas of weakness (notably in gifted students who are twice exceptional or have disabilities).

L] Integration of teaching leadership skills in the core curriculum and treating it as a transcendental discipline of national priority.

The current endeavor of refining this policy shows how serious the Philippine government is in addressing the needs of gifted and talented learners. Many of these students, due to a lack of equitable access and support, have not been given the opportunity to develop their gifts, which results in a waste of human capital. As to how long the Philippines can enjoy its demographic sweet spot, remains to be seen – but time is of the essence. The massive phenomena of "brain drain", the flight of Filipino talent overseas, is a stark reminder that much has yet to be done. Looking ahead, future possible pathways for gifted learners are presented here that may be later conceptualized in the form of a industry roadmaps, one that will benefit the Philippines and another that will benefit the Asia-Pacific region:

I. Proposed pathways on how Gifted Education will benefit the Philippines:

1. Collaboration with institutions. Mentorship programs, scholarships, grants, enrichment activities, science fairs and arts exhibits, concerts, theatrical presentations, competitions and academic Olympiads will be done in collaboration with industry firms, local government units, and higher education institutions. This provides manifold avenues for cooperation, idea exchange, accountability, and partnerships across institutions. Gifted individuals will hopefully have access to future job placements. Industry firms and corporations can get mileage and promotion for partnering with the education sector, and their financial support, if coursed through foundations, can help reduce tax liabilities. Such collaboration across different institutions will bring about a constant need for change, hence this will spawn a culture of innovation, suited for the needs and the context of such partnerships.

2. Promotion and advancement of higher education institutions. A higher education institution's participation and partnership that includes gifted learners in their internationalization agenda through competitions, internships abroad, nd exchange programs can include these activities as bases for advancing the typology, accreditation standing, and quality assurance policy of their schools, which may eventually give them more academic privileges, reputation, and prestige.

3. Inclusion of traditional/ indigenous performing arts in mainstream media. The establishment of a comprehensive program on gifted and talented education will create avenues for the dissemination of a wider array of arts, such as classical music, folk music, indigenous and ethnic music, as well as the literature and traditions that go together with these. In the Philippines, majority of the radio stations broadcast popular music. An instituted gifted education program will open up the airwaves to a wider array of music to challenge the hegemony and give the more than 27 million basic education students an alternative to knowledge-driven listening and learning. Concerts and recitals featuring art music(classical, jazz, indigenous), dance performance, and theater performances can be institutionalized since there is a readily available audience – the students in schools. In the same vein, an instituted gifted education will help keep and maintain art museums, exhibits, dance companies, concert halls, conservatories, and theater houses open through a regular stream of subscriber-patrons: the schools.

4. Integration of leadership into the Curriculum. The gift of leadership can only be truly nourished in the presence of a community. Gifted learners will be taught on how to pass the baton, creating a legacy instead of a liability. Leadership skill will also push these students on how to make the end products of their talents move up the value chain. Their expertise will help make Philippine goods and services increase their market value, both for local and global consumption.

The end goal in mind is a national ecosystem that will help decrease "brain drain" and instead bring about "brain circulation" in the country, promoting better governance and contributing to nation-building.

II. Proposed pathways on how Gifted Education can benefit the Asia Pacific region:

1. A knowledge-based regional economy. At this day and age, the collective efforts of countries in associations such as ASEAN, the European Union, and the United Nations cannot be discounted. The Asia Pacific region is presently the hotspot of economic growth, with its burgeoning population and skilled workforce contributing greatly to this phenomenon. However, resources are finite, and this competition for resources can ultimately be the reason

for geopolitical conflicts among nations. A shared framework on gifted between nations can become avenues of dialog, deeper understanding and mutual benefit; cultural, knowledge and talent exchange; and foster innovation across borders. Economies of scale can thus flourish, sharing advances in research, technology transfer, maintain regional competitiveness against Western economies, opening new markets, and maintaining a shared talent pool committed to peaceful endeavors.

In the context of the Philippines, inclusion of language in the comprehensive gifted program can include a certain focus on reviewing Spanish as one of its former second languages – giving it a link with its not-so-distant cousins at the other side of the Pacific.

2. Soft power and cultural diplomacy. Regular exchanges between nations, especially with regards to their educational systems, builds unity and solidarity against common threats, as well as promote international influence. In this day and age where globalization is very prevalent in all aspects of life, countries which share and collaborate with other countries in the field of gifted education pursue an avenue in building stronger people-to-people ties, mutual respect, and cross-cultural empathy. This provides a meaningful framework in building and achieving greater things as a collective effort between nations, avoiding distrust and potential conflict. In our world where presently there are multiple areas of well as potential areas of conflict in the Asia Pacific region (the South China Sea), access to education is indirectly under threat.

It would bode well for nations which already have an established and excellent gifted education curriculum to collaborate with other nations, since this will highlight that nation's cultural and intellectual sophistication, and its prestige. It enhances its image as a knowledge leader, not just an economic leader, shaping their global reputation.

The products of gifted curricula become our future leaders: future artists, innovators, policymakers, and scientists. International intersections strengthens their networks, making them valuable global citizens helping institutions and their respective nations to pursue challenges such as the United Nations' 17 Sustainable Development Goals. This collective responsibility and awareness of shared human values transcends national borders, which is a foundational concept in cultural diplomacy.

3. Cooperation in resolving common issues. The roadmap of other countries in the region, can inspire and help neighbors in the Asia Pacific region on how to develop their own programs for the gifted. Joint teacher training between countries can help share best practices and avoid misconception.

Gifted alumni can shape policies to address common issues among countries such as climate change, human trafficking, cybersecurity, governance, futureproofing across various systems, and education reforms.

THE FUTURE OF GIFTED LEARNERS: WHEN AI AND EQUITY BECOME THE HEART

Suthawan Harnkajornsuk
Assistant Professor, Suthawan Harnkajornsuk, Ed.D. Faculty of Education, Srinakharinwirot University, Thailand

A Turning Point in Gifted Education

Gifted education focuses on nurturing high-potential students through enriching academic experiences, accelerated learning, and mentoring that is tailored to learners' unique needs and abilities. Today, this field is undergoing significant change. Artificial intelligence and digital technologies now enable more personalized learning for high-ability students, helping to identify hidden talents in children who are overlooked by traditional methods.

However, this progress raises essential concerns. While AI can reduce bias and expand opportunities, it may also perpetuate inequalities if access is limited or if systems lack fairness. Students from well-resourced families may continue to benefit, while those from disadvantaged backgrounds risk being left behind.

Gifted education is at a pivotal moment. The direction that we choose will determine whether AI helps identify and support gifted learners from diverse backgrounds or reinforces existing inequities. Educational leaders and policymakers should act by advocating for inclusive AI design in education, ensuring diverse representation in data and the decision-making process, and piloting equitable AI tools in various school settings, including remote areas. The ongoing collaboration between educators and technologists is crucial for developing AI systems that help recognize and nurture the talents of all learners.

Why is AI a Game Changer in Gifted Education?

AI is already integrated into education. It is beneficial for gifted learners, as it helps personalize learning beyond what traditional classrooms provide. Adaptive platforms, powered by AI, can help assess both students' strengths and weaknesses (Kabudi, Pappas, & Olsen, 2021) and adjust tasks accordingly, suggesting enrichment activities as needed, especially for gifted students, whose learning often occurs at a faster pace than that of their peers. AI can also help identify the hidden talents of learners by analyzing their work and problem-solving patterns and discovering giftedness that might otherwise go unnoticed.

Technology in the Classroom: Practical Applications for Gifted Learners

In addition to AI, digital technologies broaden classroom experiences for gifted learners. Virtual and augmented reality also enable immersive exploration of complex topics. At the same time, online platforms help connect students with peers from around the world who share a deep interest in the same thing. Generative AI tools support brainstorming, creative work, and hypothesis testing. Generative AI tools are emerging as 'academic partners' (Kosslyn, Callaghan, & Green, 2025), helping students brainstorm ideas, revise their work according to teachers' criteria, draft creative writing papers, or test hypotheses. For teachers, these technologies help reduce the time demands on lesson planning and designing specialized curricula, allowing more time for mentoring students. The primary benefit is that technology enables inquiry-based projects, authentic problem-solving, and interdisciplinary connections more easily than in traditional settings.

Challenges and Risks of Relying on AI

Adopting AI and digital technology brings significant challenges. AI systems utilize algorithms to process vast volumes of data, identify patterns, and learn from experience, which relies on the quality of their training data. This means AI can lead to errors or a limited perspective. If a learner is unaware of the limitations of AI and relies on it, it may lead to adverse effects. Access to digital technology is another concern, as not all schools or families can afford advanced technologies, which risks widening opportunity gaps. Pierce and Cleary (2024) found that the digital divide in education remains a significant barrier contributing to broader societal inequality. For gifted learners, these inequities are particularly concerning, as limited access to information and guidance can limit their ability to reach their full potential.

In Thailand, as observed globally, the unequal access to digital tools and reliable internet restricts students' learning opportunities, thereby reinforcing existing disparities. Furthermore, although basic ICT access at home and school has expanded in recent years, KC, KC, Rado, and Vichit-Vadakan (2025) found that this availability does not automatically translate into improved learning outcomes. Many Thai students may have access to devices or the internet, but without structured and pedagogically meaningful integration, such access rarely enhances their achievement. Educators and policymakers can address these gaps by partnering with technology companies, securing targeted funding, and investing in promoting the effective use of AI as a learning tool for all learners.

Another concern is that the ethical considerations of using AI are critical too. There are still questions about data

ownership and student privacy that must be addressed, as well as the risk that overreliance on AI may diminish the essential human element in teaching —a crucial aspect for supporting the emotional and social needs of gifted learners. Addressing the issues about AI use requires clear policies, careful system design, and ongoing training for educators. Frameworks from organizations such as UNESCO (UNESCO, 2025) provide essential guidance on topics including privacy, non-discrimination, transparency, explainability, accountability, and equity in educational settings. Such frameworks guide schools and educators in adopting AI responsibly, ensuring that innovation strengthens rather than undermines equity in gifted education.

Equity in Gifted Education: Old Challenges, New Solutions

Equity has always been a challenge in gifted education. Traditional identification methods, such as standardized tests, GPA, and teacher referrals, often overlook diverse talents and underrepresent students or those who are underachieving. Advances in technology, especially AI, provide an opportunity to utilize dynamic evidence of how students learn and solve problems. By broadening the definition of giftedness, these tools can help dismantle barriers and reveal abilities that traditional methods could miss. AI systems can analyze multiple sets of learning data, such as online exercises, project work, participation time, and collaboration patterns. This benefit enables the identification of complex skills and learning persistence characteristics that standardized tests may not reveal. Technology also captures the details of learning behaviors, like problem-solving approaches and persistence, offering insights beyond what teachers can observe directly.

Example: Students with only average test scores may nonetheless show advanced analytical thinking when they consistently explore multiple problem-solving strategies or persist with complex tasks. AI can help flag these learning behaviors as indicators of higher-level reasoning that deserve further attention in gifted programs.

AI can also design multidimensional assessments (Zhang, Shao, Yuan, & Shen, 2025) that measure not only logical reasoning but also creativity, leadership, and collaboration skills. Example: Learners who perform at an average level on writing tasks may show exceptional abilities in other domains, such as digital music composition, creative design, or collaborative problem-solving. AI plays a role in analyzing these products and processes to reveal the learners' hidden talents, often overlooked by conventional assessments.

AI can promote equity by reducing biases related to learners' socioeconomic backgrounds (Bura &

Myakala, 2024). AI-powered platforms can recommend some activities and projects tailored to each student's interests and abilities, free from teachers' stereotypes about giftedness.

Example: Some students from disadvantaged families who do not achieve academic scores but actively engage in community-based activities can be identified by AI as demonstrating strong social problem-solving and leadership skills. The system can highlight their strengths and recommend opportunities, such as community innovation contests, youth leadership programs, or social learning programs.

Children who come from less advantaged backgrounds, including those from migrant families, speakers of local dialects, or students without tutoring, are often overlooked in gifted identification. AI can utilize process-based assessments to identify abilities that may not be reflected in test scores.

Example: Learners who rarely speak in class may nevertheless demonstrate above-average strategic thinking in digital learning games, signaling strong potential in areas such as STEM when analyzed through AI-driven tools.

Blending AI, Technology, and Equity: Building a Future Where Excellence Meets Fairness

The true promise of gifted education lies in how these two concepts are integrated, not just in AI or equity. A system should leverage advanced technologies to create tailored pathways for individual learners, while ensuring that opportunities are equitably shared among all communities and society. In such a model, gifted education is no longer a privilege for the few but a collective commitment to recognize and nurture talent wherever it appears. Achieving this vision requires collaboration among educators, policymakers, technologists, and parents—helping design AI systems with fairness in mind, equipping teachers to use them responsibly, and continuously monitoring outcomes so that no group is left behind. Inclusive gifted education does not mean lowering the bar; it means raising the ceiling for all while dismantling inequities. If these technologies are used thoughtfully, AI can help educators amplify their reach, tailor learning experiences to individual needs, and expand opportunities for students who might be overlooked. Therefore, the future of gifted education must be defined by both practical innovation and inclusion, ensuring that the extraordinary potential of all talented learners is recognized and nurtured.

Declaration of AI- Assisted Technologies in the Writing Process

Grammarly and ChatGPT were utilized to assist with language refinement and proofreading. All content was reviewed and finalized by the author.

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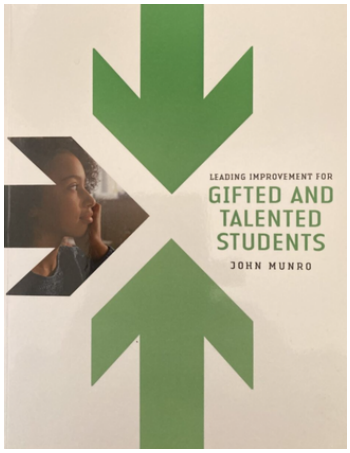
Contact email: suthawan@g.swu.ac.th

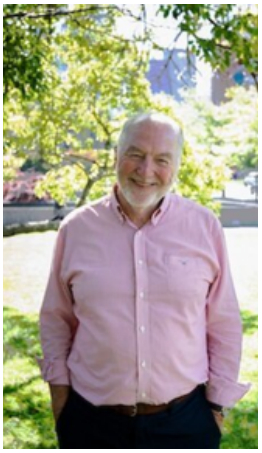
TIMELY INSIGHTS FOR A CHANGING FIELD: SPOTLIGHT ON MUNRO AND SMITH'S LATEST BOOKS

Ms Jaqueline Hardman, Australia

In this issue, we're delighted to shine a spotlight on two influential Australian voices in gifted education — Professor John Munro and Mr Mark Smith. Both have recently published groundbreaking books that challenge and inspire our field. With global conversations heating up around how best to nurture talent and lead meaningful improvement in gifted education, their insights couldn't be timelier. Read on to discover what inspired their latest works, what's next on their creative horizons, and how they see Australia shaping the future of giftedness and talent development.

Dr. John Munro is Professor of Educational Psychology and Exceptional Learning at Australian Catholic University and Principal Research Fellow at the University of Melbourne. He has designed and taught graduate courses in gifted education for the past four decades. His research investigates gifted learning and talent development in the classroom and twice-exceptional learning. He has worked extensively with schools and education authorities both within Australia and internationally to improve provision for gifted and talented students. International consultancies include professional development programs in Saudi Arabia, the UK, Germany and a continuing consultancy with The Aga Khan Academies in Africa and Asia. He was awarded the AAEGT Award for Eminence in Gifted Education in 2020 and the Australian Council for Educational Leaders Honorary Fellowship Award in 2005 for his contribution to exceptional learning and gifted education. Below John shares insights into his book Leading Improvement for Gifted and Talented Students.





1. Who or what inspired you to write the book?

I could see that:

- Many schools wanted to improve their provision for gifted students but didn't know where to start and needed a blueprint that is based on gifted knowing and learning.
- Gifted provision was frequently random and piecemeal; schools lacked a systematic, school-wide approach to provision.
- Schools did not apply contemporary evidence-based research in gifted education and talent development in classroom practice.
- Schools lacked a structure and process for improvement – one goal of the book is to assist schools to equip a group of their teachers to be 'middle leaders of talent development' and to lead improved implementation.
- Many students become twice exceptional because the classroom teaching did not understand or match how they learnt.

2. Now that your book is out, what is your next project?

My next project involves:

- Understanding further how creative and performance gifted students learn and how they can be most effectively taught in the digital world.
- Using a range of validated identification protocols including authentic assessment tools and complex problem solving to identify various types of gifted learning profiles.
- Developing validated procedures teachers and schools can use to analyse and evaluate gifted students' interpretations of regular teaching.

3. In your view, what are the biggest challenges faced by schools in catering for gifted students?

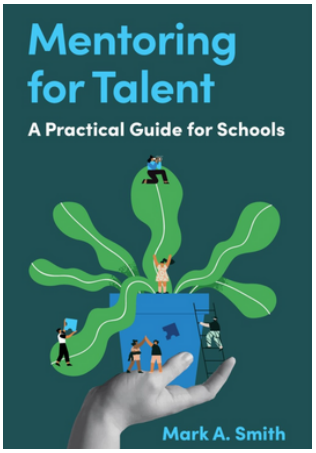
These include:

- A clear understanding of the multiple ways in which gifted students learn and the factors that influence this.
- Using students' interpretations of classroom teaching to identify instances of gifted learning.
- Teachers' inability to implement effective differentiation in regular mixed-ability classrooms to promote talent development.
- A lack of school-wide protocols for implementing effective provision for talent development, for building a relevant professional knowledge foundation or for responding to the well-being issues displayed by some gifted students.

4. Generally speaking, where do you see gifted education heading in Australia?

- Awareness of and interest in gifted students is increasing in Australian education.
- Implementation of effective identification and provision, particularly for creative and performance gifted students, lags behind.
- Provision is unlikely to be improved by (i) current systemic approaches such as explicit teaching and grade-locked curricula that do not match how gifted students learn; and (ii) an out-dated model of talent development that does not match what we know now about how gifted students know and learn.

Mr. Mark Smith is an innovative educator with more than 30 years' experience in the Victorian education system across all sectors. He holds a Master of Education in Gifted and Talented Education acquired via course work and research from Monash University. Mark is best known for his work in gifted and talented education where he has created and implemented large multi-faceted schoolwide programs at some of Melbourne's largest independent schools. He is passionate about best practice teaching and learning approaches and has facilitated outstanding results with students of all ages, many gifted, using mentoring as a means of cultivating student engagement, agency, and self-efficacy. He is the author of Mentoring for Talent, A Practical Guide for Schools. Since the end of 2022, he has been working full-time as an Educational Consultant.



1. Who or what inspired you to write the book?

My book was ultimately inspired by underachieving gifted students that were working through inquiry-based projects. The open-ended inquiry process was exciting and interesting for students, and they were driven to explore the research challenge it presented, but without support these students would inevitably get caught up in the complexity of the task and their motivations would in most cases fizzle.

I asked the question: Could a teacher mentor and support such students with goal setting and directional guidance enabling rich learning, deep engagement and outstanding end products whilst teaching students a

process for student agency?

Over years of proven practice in a range of mentoring contexts I have shown that mentoring is a game changer for supporting student's best outcomes and end products whilst teaching a process for how to learn as well as what to learn. It is also supported by research, including Gagné's Differentiated Model of Giftedness and Talent (Gagné, 2009).

2. Now that your book is out, what is your next project?

It is important for me to continue to learn other ways of benefitting mentees in the mentoring space. Since focusing heavily on mentoring students through inquiry-based projects and mentoring students for best outcomes in their final year of school (both heavy emphases in my book), I have been intentionally mentoring teachers and school leaders into new roles of responsibility using role descriptions and school management goals as a guide. Mentoring clearly has a broad scope in fast tracking the understanding of teacher roles and skills and educational leadership roles. I have also been mentoring students who exhibit extreme behaviours for the purpose of enabling positive behaviour change. My recent results in these areas have been very encouraging, and I have seen significant positive change in my mentees using an intentional and thoroughly documented mentoring process. These new practical approaches may lead to me embarking on a new book on mentoring, and possibly an accompanying PhD.

3. In your view, what are the biggest challenges faced by schools in catering for gifted students?

If we look at education across the educational sectors and beyond the cities into the regions, student engagement generally is a huge challenge for teachers Australia-wide. The lack of student engagement and aspiration is significantly hindering students to work towards their potential and to demonstrate their high-level knowledge and skills. Many students are disconnected from school, their teachers, and even their families and fellow students. Building connection and positive relationships is key to enabling students to engage in school, and intentional teacher mentors can play an important part in building these connections and relationships. School programs need to focus on building practical skills and knowledge in a range of settings promoting individual and group progress and developing 21st century skills including creativity, problem solving, and critical thinking. Broad co-curricular programs need to support academic curricula with a prominent well-being emphasis. Students need to have voice and agency in the choices schools make around programming, and where possible learning needs to be aligned to life outside school and have some connection with the broader community.

This holistic approach will likely see more students being their best selves academically and in life regardless of their abilities.

4. Generally speaking, where do you see gifted education heading in Australia?

The artificial intelligence (AI) landscape moved so fast in 2025, and this is set to continue not only in Australia, but across the globe for many years to come. Some schools and students are embracing these new technologies and enabling their students to connect with them at the highest level. Many gifted students are building on the strengths of AI and taking them one, two, or ten steps further. This is enhancing the learning experiences of these students. It is broadening their skills in ways that weren't conceived a decade ago. For those that can keep it in context and use AI for the positive advancement of society, this may support gifted individuals in their work and research enabling them to devise cures for diseases, find solutions to engineering challenges, create strategies for youth crime and source remedies for climate change. It is important that educators consider Robert Sternberg's (Sternberg et al., 2021) transformational giftedness in this educational space rather than transactional giftedness. It is important that as educators we encourage our students to use their skills and abilities to advance society through best outcomes for the communities in which we live, and the world more broadly. This demonstrates gifted individuals and groups being transformational in their approach, using their abilities to transform for the good of others. The alternative is to be transactional, and to use one's skills as a transaction or a bargaining chip for a gifted person's personal gain alone, and possibly not for the greater good. It is up to our gifted individuals to determine what they do, and how they will use their abilities, but looking ahead, outside oneself and promoting a culture of positive transformation using the gifts and abilities of our brightest students in their domains of skill and academia, will likely see positive societal change which can benefit not only the individual, but our broader Australian community. Teacher mentors can continue to play a significant and intentional role in this positive transformation.

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THE FIRST MEMORIAL LAUNCH OF EU-GATE: GIFTED × JAPAN — OPENING NEW DOORS FOR GIFTED EDUCATION IN JAPAN

Prof. Manabu Sumida
Ehime University, Japan

1. INTRODUCTION

The Centre for Gifted Education and Talent Development has begun its work as reported in our previous newsletter. Japan's first Centre for Gifted Education and Talent Development (EU-GATE) was established within the Faculty of Education at Ehime University in April 2025. The Centre aims to serve as a national and regional hub for research and practice in gifted education and talent development, with a particular focus on the Asia-Pacific context. Its mission includes four key objectives:

- to serve as a research and practice hub for gifted education and talent development;
- to design, develop, and implement innovative curricula, teaching materials, and pedagogical methods
- to identify and nurture children with gifts and talents through contests, research mentoring, and outreach initiatives; and
- to establish a system of consultation and support for gifted and talented children, families, and educators.

The Centre's official website (https://eu-gate.jp) and Facebook page profile (https://www.facebook.com/profile.php?id=61577111791788) have now been launched, providing updates on ongoing research, events, and collaborations.

In addition to university faculty members specialising in areas such as gifted education, special education, Japanese language education, social studies education, mathematics education, English education, STEM education, and physical education, the Centre also engages teachers from Ehime University's affiliated schools, including kindergarten, primary, secondary, high, and special education schools. This collaboration creates a seamless connection between research and practice across all educational stages.

Furthermore, the Centre has welcomed distinguished scholars from Japan and abroad as visiting professors, promoting international collaboration and knowledge exchange. These include Professor Jae Yup Jared Jung, Vice President of the Asia-Pacific

Federation on Giftedness (APFG), who has been contributing his expertise to the Centre's initiatives. Other eminent researchers from the United States, Germany, and South Korea have also joined as visiting professors, along with a designated researcher from India, further strengthening the Centre's global research network.

The official kick-off event for this initiative was held at Ochanomizu University in Tokyo on 5 July 2025, under the theme 'Gifted × Japan: Opening the Door to New Gifted Education.' Ochanomizu University, where Professor Kazuyoshi Chiba—Vice Chair of the APCG 2024 Japan Conference—is based, provided an appropriate venue for this important occasion. The event marked the formal launch of the EU-GATE and was part of the commemorative projects for the 150th anniversary of Ochanomizu University. Approximately 100 participants attended, including researchers, educators, policymakers, and students, reflecting the increasing national and international interest in gifted and talent education in Japan.

On 4 July 2025, the Ehime University Centre for Gifted Education and Talent Development and the Science and Education Research Institute of Ochanomizu University concluded a formal cooperation agreement. The Centre at Ehime University aims to contribute to a society where individuality can flourish. Through research, educational material development, and human resource development, it seeks to highlight the latent potential in every child and promote an educational culture that recognises and nurtures their potential. This partnership with Ochanomizu University's Science and Education Research Institute is expected to create new opportunities for collaborative research and practice in developmental and applied education, thereby advancing gifted education and talent development in Japan.

2. KICK-OFF EVENT IN TOKYO

The event began at 9:30 a.m. with an opening ceremony attended by distinguished guests from Japan and other countries. Dr. Kyungbin Park, President of the APFG, delivered a congratulatory address emphasising the significance of Japan's increasing involvement in gifted education in the Asia-Pacific region. Mr. Hiroto Iwaoka, Deputy Director, School Curriculum Division, Ministry of Education, Culture, Sports, Science and Technology (MEXT), also offered congratulations and expressed his expectations for the Centre's future contributions to Japan's educational landscape.

A special lecture was delivered by Dr. Joseph S. Renzulli and Dr. Sally M. Reis, both Board of Trustees Distinguished Professors at the Neag School of Education, University of Connecticut. Their presentation, entitled 'Reflections on Talent Development and Gifted Education: Lessons Learned and Best

Practices', offered significant insights based on decades of research and practice. Ms. Mai Chiku of the Japan Schoolwide Enrichment Model Association provided Japanese translation. A recording of the lecture is available on the EU-GATE website, enabling a wider audience to access their expertise and reflections.

The morning session continued with presentations highlighting recent international research in gifted education. Dr. Jiyoung Ryu, Director of the Gifted Policy Centre at the KAIST Global Institute for Talented Education in Korea and recipient of the 2024 Asia-Pacific Federation on Giftedness Outstanding Research Award, delivered a lecture titled 'Uncovering Every Student's Potential: The Current Landscape of Gifted Students in Korea'. Dr. Ryu outlined recent policy developments and innovative practices in South Korea's gifted education system, emphasising inclusive strategies for identifying and supporting students' diverse abilities.

Following this, Dr. Erkki Tapio Lassila, Assistant Professor at the Graduate School of Human Development and Environment, Kobe University, presented 'Personal and Sociocultural "Barriers" in Gifted Education: A Comparative Analysis of Pre-Service Teachers' Perspectives'. His comparative study provided critical insights into the ways teachers' perceptions, cultural contexts, and educational systems affect attitudes toward gifted learners. After lunch, the afternoon session featured Professor Nobutaka Matsumara, a leading scholar in gifted education and talent development in Japan, and a member of MEXT's Expert Panel on Guidance and Support for Students with Exceptional Talents in Specific Fields in Schools. In his lecture, titled 'What is Instruction and Support for Students with Gifts and Talents?', he discussed current policy debates in Japan and emphasised the need to establish a gifted education and talent development framework that reflects the nation's unique educational culture. The lecture materials from this session are available on the EU-GATE website for public access.

The programme concluded with a symposium entitled 'Can Japanese School Education Support Children with Gifts and Talents?' The panel included Professor Manabu Sumida from Ehime University, Mr Hideki Suzuki from Koganei Elementary School of Tokyo Gakugei University, and Ms. Yumiko Fujita, CEO of U-Mix Inc.—all of whom have been closely involved in initiatives commissioned by MEXT. Professor Shiori Sumiya of Joetsu University of Education moderated the discussion. Gifted and talented children are present in every region and at every developmental stage.

However, because of their exceptional abilities, some struggle to realize their potential within conventional educational systemsand may encounter

challenges that hinder their growth. The symposium addressed this issue. The panelists, each engaged in pioneering research and practice, reflected on the outcomes of two years of experimental initiatives and shared their perspectives on the challenges and possibilities for establishing a sustainable, inclusive framework for gifted education in Japan.

In the evening, two concurrent workshops were held, offering participants opportunities for direct engagement in hands-on and inquiry-based learning experiences.

Participants gave highly favourable feedback on both workshops, highlighting their practicality and inspirational content. A workshop titled 'Science Practices to Nurture Children's Individuality and Talents' was organized by a team from the Institute of Science and Education Research at Ochanomizu University. Ten group members introduced original teaching materials they had developed and facilitated interactive science activities, enabling participants to experience their creative approaches to encouraging scientific curiosity and talent development in children.

The second workshop, led by Ms. Mai Chiku, Representative Director of the Japan Schoolwide Enrichment Model Association, was titled 'Implement Right Now in Your Classroom! SEM and Enrichment Ideas to Support Inquiry.'

Ms. Chiku introduced the Schoolwide Enrichment Model (SEM), a framework developed by Professors Joseph S. Renzulli and Sally M. Reis.

She presented various enrichment strategies that teachers could implement immediately in their classrooms, along with practical mini-workshops designed to develop the critical and creative thinking skills essential for inquiry-based learning.

The day ended with an evening networking event, where Professor Mika Tsuyukubo from Ochanumizu University gave an engaging demonstration titled 'The Unique Characteristics of Ingredients That Change Through Cooking'. Her presentation connected scientific concepts with everyday experiences, providing an educational and convivial conclusion that further promoted the integration of gifted education into wider educational and cultural contexts.

3. FEEDBACK AND FORWARD

The Asia-Pacific Conference on Giftedness 2024 (APCG2024), held in Kagawa in August, represented a significant milestone as Japan's first time hosting the conference and the first in-person meeting in six years (https://apcg-japan2024.org/). The event convened 420 gifted education professionals from 26 countries and regions, providing a valuable forum for academic exchange and international collaboration.

However, we also recognised that holding the entire conference in English presented challenges for some Japanese participants. In this context, the Gifted × Japan event in Tokyo provided a valuable opportunity: a full day dedicated to discussing 'gifted and talented' and 'education' in Japanese. The event fostered intellectual engagement and meaningful dialogue, as participants examined the possibilities for developing giftedness within Japan's educational culture.

The evening networking session was especially memorable, with lively laughter filling the venue as participants exchanged ideas and experiences with genuine enthusiasm. Professor Kazuyoshi Chiba and I, as co-hosts, spoke so extensively during the day that we were nearly voiceless the following morning.

The numerous warm and insightful comments from participants offered significant encouragement and served as a strong source of motivation for our ongoing efforts. Below, we present a selection of these reflections, which continue to inspire the future direction of our work.

Participant Feedback

It was impressive to see everyone listening with such focus and asking thoughtful questions throughout the day. The speakers' presentations, framed in response to Professor Renzulli's opening remarks and others that followed, revealed many interconnections among their ideas. It truly felt as though a major step forward had been taken in the development of gifted education in Japan.

Reflecting on the journey of gifted education, the lessons and exemplary practices shared were profoundly valuable. I was deeply moved to learn that when these approaches are extended to all children, they produce positive outcomes for each individual learner.

The most memorable part of today's event was hearing Professor Matsumura's lecture. I had long wished to meet him, and now I am more motivated than ever to deepen my understanding and research on gifted children, and to contribute to greater recognition of this field in Japan.

What stood out most was the chance to hear directly from educators who are implementing these approaches in real classrooms. Equally meaningful was the opportunity to connect and exchange ideas with others engaged in gifted and talent education in various capacities.

4. LOOKING AHEAD

The next Gifted × Japan event was scheduled for Saturday, 25 October 2025, at the Faculty of Education Primary School, Ehime University. A representative from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) delivered a lecture on the progress of discussions within the newly established working group on gifted education. Currently, MEXT has begun deliberations on the next revision of the National Curriculum Guidelines, marking an important period of reform for Japan's education system. Professor Manabu Sumida, Director of EU-GATE, chairs this working group, ensuring that both research and practice perspectives are integrated into national policy development.

We will continue to provide regular updates on the progress of gifted education and talent development initiatives in Japan, as EU-GATE advances towards a society in which every child's individuality and potential can flourish.

APFG Delegates 2024 to 2026

Country/Region	Delegates
Australia	Jae Yup Jared Jung Victoria Poulos Rebecca Napier Amanda Harper
China	Xing li Zhang Juncheng Wang Jing He
Hong Kong, China	Mantak Yuen Serene Chan Ricci Fong Patrick Lam
India	Paromita Roy Malati Kalmadi Devasena Desai Pallavi Naik
Indonesia	Fitriani Yustikasari Lubis
Japan	Manabu Sumida Erkki T Lassilla Shiori Sumiya Tomotaka Kuroda
Saudi Arabia	Abdullah Aljughaiman
South Korea	Kyungbin Park Jae-Ho Lee Jiyoung Ryu Jiseon Kim
Singapore	Quek Chwee Geok Letchmi Devi Ponnusamy
Taiwan	Ching-Chih Kuo Chien-Hong Yu Hsiao Ping-Yu Ming-Fu Tsai
Thailand	Usanee Anuruthwong Arunee Wiriyachitra Vararom Pachimsawat Apichart Pholprasert
Turkey	Ugur Sak Sule Glucyeter Ibrahim Tasdemir

Membership

If you are already a member we thank you for your support. If your membership has expired (or is soon to expire) please remember to renew. If you are not yet a member, we invite you to become part of APFG. Membership is open to individuals who support the purpose of the APFG. An individual seeking membership will be accepted as a member upon submission of the required application and fees.

To apply for membership, please send the completed application form to Dr Letchmi Devi Ponnuswamy (letchmidevi@gmail.com), Secretary, APFG, who will update the membership list with a copy to Dr Vararom Pachimsawat (vararom.pachimsawat@gmail.com), Treasurer, APFG, who will prepare the receipts to be issued on payment of membership fees. Kindly pay the membership fee at the APFG Conference. If you are unable to attend, you may ask a friend attending the conference to pay your membership fee on your behalf. By joining or renewing your APFG membership, you will enjoy benefits such as: - A biannual newsletter - Opportunities to expand your expertise and broaden your horizons - Preferential member rates for our biennial APFG conference, featuring keynote speeches, parallel presentations, and workshops - A voice within the organization We deeply appreciate your continued support and look forward to seeing you at the APFG conference.

Contacting APFG

President, **Professor Kyungbin Park**
Asia-Pacific Federation on Giftedness
Email: kbpark@gachon.ac.kr
APFG website https://www.apfggiftedness.org/
APFG Email apfg2014gifted@gmail.com

Asia-Pacific Federation on Giftedness

APFG Membership Application

First Name _____Last Name/Surname _____

Preferred correspondence Address

_____.

City _____Postal Code _____

State / Country / Region _____

Tel. (work) _____ Fax (work) _____

Email _____

Organization:

Organization

_____

Position ☐ Professor. ☐ Assoc. Professor. ☐ Assist. Professor

☐ Lecturer ☐ Researcher ☐ Principal ☐ Teacher

☐ Administer ☐ Coordinator ☐ Consultant ☐ Counselor

☐ Student ☐ Assistant ☐ Others: _____

Membership: ☐ New ☐ Renewal

☐ 2 year- individual (USD 40.00) **2024–2026**

☐ 4 year- individual (USD 80.00) **2024–2028**

Signature of Applicant	Date

For Official Use Only

Received by	Date Received	Fees Received	Official Receipt No.
		US$	

ANNOUNCEMENTS

UBT
جامعة الأعمال و التكنولوجيا
UNIVERSITY OF BUSINESS AND TECHNOLOGY

APCG 2026
The 19th Asia-Pacific Conference on Giftedness
Shaping the Future of Gifted Education, Jeddah, Saudi Arabia
University of Business and Technology

19th Asia-Pacific Conference on Giftedness (APCG) 2026

"Fast Forward: Building a Better Future for Gifted Education 2050"

The Asia-Pacific Conference on Giftedness (APCG) 2026 is a transformative gathering of global educators, researchers, and practitioners. Under the overarching theme **Fast Forward: Building a Better Future for Gifted Education 2050** we aim to collaboratively envision the future of gifted education and identify actionable steps to ensure a brighter future for gifted learners. Paper and abstract submissions may include but are not limited to the following key topics:

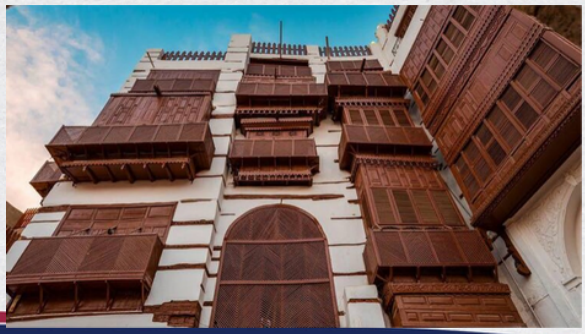
1. Increased Diversity in Gifted Education
2. Personalized Learning for Gifted Learners
3. Supporting Gifted Students with Disabilities
4. Preparing Gifted Students for 21st-Century Workforce
5. Vision for 2050: Shaping the Future of Gifted Education

Whether you're presenting a paper, attending workshops, or networking with experts, this is your chance to engage in a truly landmark event & explore the beauty of Jeddah!

Don't miss this opportunity to be part of shaping the future of gifted education.

***Dates**: 7th to 11th February 2026*

***Venue:** University of Business & Technology, Jeddah, Saudi Arabia*



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APFG Research Mentorship Program

Purpose

The Asia Pacific Federation on Giftedness will be establishing a research mentorship program to support researchers in the field of gifted education in the Asia Pacific region. The program is intended to promote high quality research in gifted education in the region.

Structure

Research Mentorship Program Committee: A research mentorship program committee will be appointed by the Executive Committee of the Asia Pacific Federation on Giftedness to recruit and appoint mentors, match mentors with mentees, and to provide any other necessary support.

Mentors: The mentors in the program will be drawn from a group of established researchers from the Asia Pacific region who have published their research in international research outlets and have a successful track record in the supervision of PhD or masters students in the field of gifted education.

Mentees: Any researchers or research students in the field of gifted education who reside in the Asia Pacific region, and are members of the Asia Pacific Federation on Giftedness, may participate as mentees in the Research Mentorship program.

Mentor/Mentee Meetings: After mentors and mentees are matched by the Research Mentorship Program Committee, they are asked to organize regular meetings (e.g., bi- monthly or quarterly meetings) via Zoom to discuss issues including, but not limited to:

- The formulation of research questions
- The conceptualization of research
- Research methodology
- Data collection
- Data analysis
- The presentation of research
- The publication of research
- Addressing reviewer comments

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Questions

If you wish to participate in the Asia Pacific Federation on Giftedness Research Mentorship Program, please contact the Chair of the Research Mentorship Program Committee,
Professor Jae Yup Jung (jae.jung@unsw.edu.au), with the following details:

- Name
- Email
- Affiliation
- Career stage (e.g., bachelor/masters/doctoral student, early career researcher etc.)
- Research interests in the field of gifted education
- Any other information that may be of interest in the process of matching mentees and mentors

Please also forward any questions that you may have about the Asia Pacific Federation on Giftedness Research Mentorship Program to Professor Jae Yup Jung.

About APFG

Asia-Pacific Federation on Giftedness (APFG) was founded in 1990 in Manila, Philippines as the Asia-Pacific Federation (APF) and became affiliated to World Council for Gifted and Talented Children (WCGTC) in 1994. In 2010, APF changed its name to APFG and has become an independent organization. The purpose of APFG is to focus Asia-Pacific attention on gifted and talented children or individuals and their valuable potential contribution to the benefit of humankind. Special education administrators, scholars and teachers in gifted and talented education, special education, psychology, and other fields join together with dedicated parents and graduate students to support the mission of the APFG. Over the years, we have been diligently fulfilling the commitments registered at the Bangkok Declaration approved on August 16, 2002 and working on the development and education of gifted and talented individuals in Asia-Pacific region.

Asia-Pacific Federation on Giftedness
Department of Special Education, National Taiwan Normal University
162, Heping East Road, Section 1, Taipei 10610, Taiwan
TEL: 886-2-77345008 FAX: 886-2-23413061
Email: apfg2014gifted@gmail.com, kbpark@gachon.ac.kr