

Nurturing Talents

APFG Newsletter



Issue 1

December 2014

Asia-Pacific Federation on Giftedness

Contents

President' s Message	2
The APFG Board Members	3
APFG Administrative Committee in Taiwan	3
Meetings and Conferences in Brief	3
Recent Developments of The Hong Kong Academy for Gifted Education	4
Recent Development of Gifted and Talented Education in Taiwan	5
News from the Korea Society for the Gifted	6
Program for the Gifted & Talented at the Chinese University of Hong Kong	7
Gifted Education in Saudi Arabia: Developments and Promises for Excellent Education	11
Gifted Education in Thailand	13
Gifted Education News from Turkey	15
Membership	17
Contacting the APFG	17



President's Message

Dear Members and Colleagues,

Thank you for joining us in the Asia-Pacific Federation on Giftedness (APFG) and welcome to new members. I also thank the delegates who placing your trust in me to lead the Federation for the coming two years.

For the 2014-2016 Executive Committee Board Term, we welcome the new members Professor Ugur Sak and Dr. Faisal Yahya Alamiri. Professor Sak is chair of division of gifted education at Anadolu University and a founding editor of Turkish Journal of Giftedness and Education. For the past years he has been an active member and served as an associate editor for the Asia-Pacific Journal of Gifted and Talented Education. Dr. Alamiri is an assistant professor at King Abdulaziz University. He is the first board member from Saudi Arabia who will bring a fresh enthusiasm and energy to the board. We are pleased to have them joining in and look forward to working with them. Our warmest thanks go to outgoing board members Professor Peter Leslie Merrotsy and Mrs. Helen Siu-Yin Ku-Yu for their many years of dedicated service to the APFG. Their passion for the gifted and talented education, their time and commitment are greatly appreciated and we wish them all the best.

APFG has been working on the development and education of gifted and talented individuals in Asia-Pacific region. An international biennial conference is a major event that always draws hundreds of members and attendees and numerous presentations covering the latest trends in gifted and talented education. Little attention, however, is given to the ongoing communication among members through practical activities between the conferences.

In view of this, our goals for the coming two years are to encourage closer partnership and improve collaboration, communication, cooperation among members of APFG. We plan to set up an online platform through APFG's website, provide discussion forum, publish a newsletter online, and work on updating the bylaws. An online platform will be provided for APFG members communicate effectively and interact in order to achieve closer cooperation and focus on gifted and talented education. The platform will also include a wealth of reference and information about legislation and policies, research findings and teaching practices, teaching resources, student activities, and related links within the Asia-Pacific region. Discussion forum will be a benefit to all members to connect and dialogue at any time, and newsletters keep us to date on new development and enable us to share contribution to the partnership.

Now I am happy to bring you the first issue of the newsletter for 2014 that includes updates and information from around the Asia-Pacific region. I hope you enjoy reading recent achievements and what's happening in our Asia-Pacific region of gifted and talented education. Anyone who is on the membership list will receive this newsletter via emails. If you or your friends have joined but not received this newsletter, please let us know and we'll add you. We want to be able to reach out to as many of you as possible and we welcome your articles for a future edition.

We have interesting times in front of us and we urge your ongoing participation and contribution.

Merry Christmas and Happy New Year!



2014-2016 APFG President



The APFG Board Members

President / Professor Ching-Chih Kuo
/ National Taiwan Normal University
/ Taiwan

Immediate Past President / Professor
Kyungbin Park / Gachon University /
Korea

Vice President / Dr. Usanee
Anuruthwong / Association for
Developing Human Potentials and
Giftedness / Thailand

Secretary / Professor Ugur Sak /
Anadolu University / Turkey

Treasurer / Dr. Quek Chwee Geok /
Ministry of Education / Singapore

Executive Committee Member /
Professor Jiannong Shi / Chinese
Academy of Sciences / China

Executive Committee Member /
Dr. Faisal Yahya Alamiri / King
Abdulaziz University / Saudi Arabia

APFG Administrative Committee in Taiwan

This Committee consists of 22 members and includes five subcommittees: 1. the Administration, 2. the Research, 3. the Informatics, 4. the Teaching and Learning, and 5. the Membership. Our volunteers are educational administrators, professors, teachers, graduate students, and research assistants who engage in gifted and talented education in Taiwan. In the years during 2014-2016, they will create and update APFG website, prepare and distribute electronic newsletter, publish journal, contact members and maintain email listing of members, and so on. These colleagues are greatly appreciated for the time, commitment, and enthusiasm.



Meetings and Conferences in Brief

QAGTC 2015 International
Conference, March 19-21, 2015,
Brisbane, Australia,
<http://www.qagtcconference.com.au/>,
hosted by Queensland Association
for Gifted and Talented Children
(QAGTC), Australian Association for
the Education of the Gifted and
Talented (AAEGT), and the
International Research Association
for Talent Development and
Excellence (IRATDE)

WCGTC Conference, August 10-14,
2015, Odense, Denmark,
<http://worldgifted2015.com/>, hosted
by World Council for Gifted and
Talented Children

14th Asia-Pacific Conference on
Giftedness, July 12-15, 2016, Macau,
China, hosted by University of Macau,
Macau Convention & Exhibition
Association, and Asia-Pacific
Federation on Giftedness

A
Volunteer
Group
Works
From
Now
On !

Recent Development of The Hong Kong Academy for Gifted Education

Established in 2008, The Hong Kong Academy for Gifted Education (HKAGE) is an NGO aiming at providing out-of-school Gifted Education (GE) programmes for Hong Kong students aged between 10 and 18. Funded by the HK Government and a donation from Sir Joseph Hotung, the HKAGE has grown steadily since 2008, and has at present around 7000 student members, including both primary school and secondary school students.

At present the HKAGE provides more than 250 programmes and courses per year for gifted students seeking for challenges outside the regular school curriculum. It also provides programmes for parents and teachers, explaining to them the special characters of gifted students, why and what kinds of special treatments/help gifted students need to realise their full potential.

Together with the Hong Kong Education Bureau and other stakeholders, the HKAGE has raised the awareness of Gifted Education in the Hong Kong community to an unprecedented level. A Gifted Education community formed mainly by parents and GE alumni is now emerging, fuelled by stories of exceptional high achievers and how the GE programmes in HK have changed the lives of many unhappy (gifted) kids and their families.

The HKAGE has now entered a new stage of development where we are now working with other major GE programme providers to build a long-term, sustainable environment for Gifted Education in Hong Kong. Together we want to build a sustainable, clear progressive pathway for gifted students that supplement the mainstream school education. To achieve this goal we have to establish a long-term collaboration model between the Hong Kong Education Bureau, schools and universities and the HKAGE in nurturing gifted students. The model has to benefit not only gifted students, but also schools and universities to help them in identifying and nurturing gifted students, and has to enable the GE community to grow healthily. The support of the general public is also indispensable for the success of the project.

We are at the beginning of this gigantic project now, and are at present designing academic curricula for gifted students, starting with science subjects and mathematics. At the same time we are also designing complementary affective education courses for gifted primary school / junior secondary students and their parents, recognising that affective education programmes often play a vital role in the healthy development of gifted students when they are implemented properly.

We recognise and understand that gifted education is a young subject, and there is no universally accepted gifted education programme design. For this reason we believe that exchange with colleagues working on gifted education worldwide is essential. Sharing of ideas between the GE community in Hong Kong and those in Southeast Asian countries is particularly important because we share a similar culture. We shall continue to be active in pursuing opportunities to exchange ideas with our overseas colleagues, including joining international/regional conferences and workshops on (gifted) education; and organising similar events in Hong Kong.

*Submitted by Professor Ng Tai Kai, Executive Director,
The Hong Kong Academy for Gifted Education*



Recent Development of Gifted and Talented Education in Taiwan

It has been 41 years since Taiwan formally initiated the gifted and talented (GT) education on experimental base. According to the learning needs of exceptional students, the promulgated the Special Education Act in 1984, which became the basis of special education policy in Taiwan. In the past 40 years, more attention has been devoted to providing quality GT education services and programs to all individuals with GT education needs.

In 2008, the Ministry of Education has published the White Book of Gifted Education and implemented a Six-Year Action Research projects from 2008 to 2013. 35 projects were completed. In the coming 2015, the K-12 Education Administration, Ministry of Education will start the 5-year medium term development plan in GT education and will increase expenditure to support the implementation of GT education. The vision of medium term development plan is not only to elaborate future programming plans for GT education, but to develop students' multiple talents and broaden students' global prospective. This plan contains the following goals :



1. Provide comprehensive support system for the GT education;
2. Implement flexible identification procedures and open multiple placement paths to meet the needs of all GT students;
3. Nurture gifted or talented students and enhance multiple talents;
4. Enhance in-service and pre-service teacher training and increase the rate of qualification of GT teachers;
5. Promote international exchanges through academically and practically approaches.

In order to achieve these goals, the plan consists of 5 strategies and 25 action items. The most important plans include: 1. Plan and set up the National Gifted Education Research Development Center; 2. Amend the Special Education Act and regulations of GT education; 3. Design and construct all kinds of assessment tools; 4. Encourage teachers to develop enrichment materials for the gifted; 5. Subsidize and organize international competitions or academic activities for GT students; 6. Provide individual consultation services for GT students; and 7. Increase percentage of teacher with gifted education certificates. The plan also includes the design of supervision and criteria to ensure progress towards the most important results, in the hope of upgrading the quality of gifted education in the next five years.

*Submitted by Associate Professor Hsiao Ping, Yu,
APFG Administrative Committee in Taiwan*

News from the Korean Society for the Gifted

1. 2014 Conferences of the Korean Society for the Gifted

The Korean Society for the Gifted (KSG) hosted two conferences in 2014. The 2014 Spring KSG conference was held on May 31 at Konkuk University, Seoul, for the Korean gifted communities including gifted and talented teachers, researchers, parents and scientifically gifted students. The main theme of the spring conference was “Issues of Korean education and the role of gifted education”, and Kim, Ung-Young, who was recorded as one of the highest IQ persons in the world, delivered keynote speech. Action research from the Gifted Center of KEDI (Korean Educational Development Institute) was presented regarding database system of Korean gifted education. Research presentations and poster sessions were delivered in 4 sessions, and more than 50 science projects were presented by scientifically gifted high school students.

The 2014 Fall KSG conference was held in Kyungin National University of Education, AhnYang, on November 29, with the main theme of “The role of gifted education in creative society.” Lee, Minhwa, professor of KAIST, delivered keynote speech under the title of “Creative economy and creative education,” and action research from KAIST was presented with the issue of online gifted education. Outstanding research presentations and poster sessions were held in 4 sessions, and more than 60 science researches by scientifically gifted high school students were presented at the conference in the poster format.

2. 2014 WCF (World Creativity Festival), October 25~26, KAIST, Daejeon, Korea

The 2014 WCF took a place at KAIST on October 25 to 26 in Daejeon, Korea. WCF is not a competition but rather a festival for both Korean and international students to compete and challenge their abilities and creative skills in problem-solving. It has been a national event since 1997 and has taken its second step into the international arena since 2004. The main goal of WCF is to stimulate interest in creativity and science technology by bringing talented students together from various countries and providing them with a chance for scientific and cultural experiences. WCF takes place annually. Participating students compete as teams and try to maximize their scores by solving a set of problems through team creativity during two days of competition. In 2014, 66 elementary students and 70 junior high school students (66 Korean students and 70 foreign students) from Korea, China, Hong



*Submitted by Professor Kyungbin Park,
APFG Immediate Past President*

Program for the Gifted & Talented at the Chinese University of Hong Kong

The Program for the Gifted and Talented (PGT) was set up in 1995 by the Faculty of Education, the Chinese University of Hong Kong (CUHK) to promote high quality education for gifted and talented students in Hong Kong. Starting from 1997, PGT has been providing challenging learning opportunities year round for gifted and talented students at primary and secondary school levels through specially designed out-of-school programs and services. PGT also organizes training seminars to promote awareness among teachers and parents on gifted education and talent development. In addition, PGT has a research component which aims to conduct scientific research to understand the needs of gifted students and develop curriculum resources best suited to their needs. It is believed that the research findings can advance our knowledge and inform practice in the areas of gifted education and talent development.

Vision and Aims

Our Vision. . . In designing university-based gifted programs, we intend to

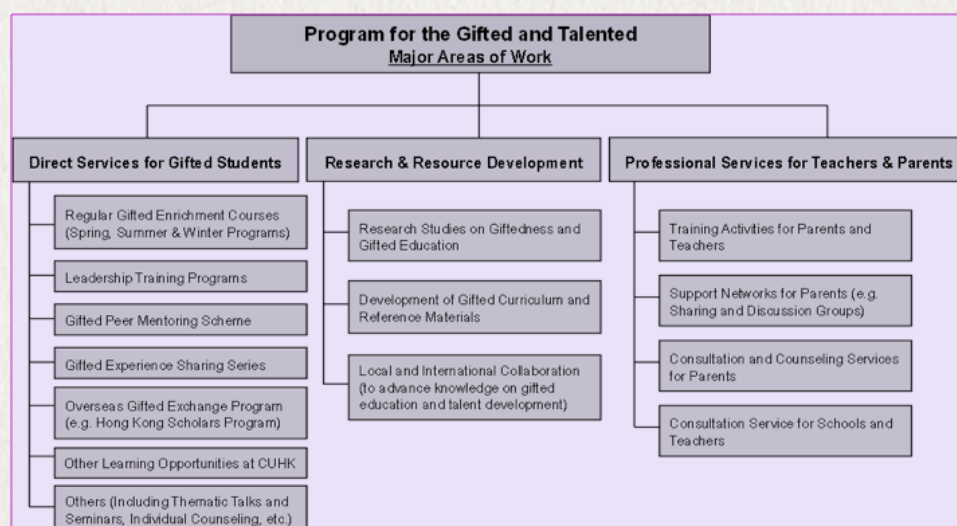
- ※ meet the special needs of gifted and talented students
- ※ help develop gifted students' potential
- ※ promote quality education for the young generation
- ※ promote awareness among teachers and parents on gifted education and talent development

Our Aims . . . We intend to continue to

- ※ operate Spring, Summer, and Winter Programs to provide enriched learning experiences for gifted and talented students
- ※ organize leadership programs for the gifted and talented to train them to become young leaders for the future
- ※ organize parent and teacher seminars/workshops on gifted education
- ※ conduct research on gifted education in Hong Kong

Our Work

PGT pursues its goals by working in three main areas: Direct Services for Gifted and Talented Students, Research and Resource Development, and Professional Services and Consultation for Schools, Teachers and Parents.



Work Progress (May to November 2014)

A) Services/Activities for Gifted and Talented Students

1. Spring and Summer Programs 2014

The Spring Program for the Gifted and Talented 2014 (SPR14) was completed on 31 May 2014. A total of 423 Primary 3 to Secondary 6 students participated in 30 enrichment courses/workshops (31 classes) in various academic and talent domains. Following the completion of SPR14, the Summer Program for the Gifted and Talented 2014 (SP14) with 58 courses/workshops (63 classes) for 753 Primary 3 to Secondary 6 students were conducted during the school summer holidays from 12 July to 29 August 2014.

To learn more about the enrichment courses/workshops of SPR14 and SP14, please refer to the Activity Video & Photos under the Activity Snapshots on the PGT website (<http://www.fed.cuhk.edu.hk/pgt/>).

2. Activities for Gifted Students' Career Development

PGT has organized activities to address the career development needs of gifted and talented students and to help them plan their future study and career path. This year, PGT invited a solicitor who was a former gifted student to share with student members about the job nature and scope of the legal profession on 2 August 2014. After the sharing, a visit to the Faculty of Law, CUHK was arranged to highlight what need to focus on in order to gain admission to the professional training. Besides, a visit to the High Court was also arranged for students to meet and have dialogues with the Honorable Mr. Justice Peter Cheung Chak-yau and the barrister Ms. Audrey Eu Yuet-mee on 11 August 2014.



3. Other Learning Opportunities at CUHK

To provide different learning experiences for gifted and talented students, PGT has established connections with other units of CUHK such as the Summer Institute and the Science Academy for Young Talent to provide PGT student members with priority consideration and fee reduction when applying for their summer programs and courses. In the summer, 36 PGT student members in S.5 completed courses held by the Summer Institute. Among them 35 applied and were successfully granted a fee reduction. For courses held by the Science Academy for Young Talent, 39 students were admitted and have successfully completed the applied courses.

4. The Hong Kong Scholars Program at the University of Iowa, USA
PGT and the Belin-Blank Centre for Gifted and Talent Development at the University of Iowa, USA, collaborate to organize the Hong Kong Scholars Program (HKSP) for PGT student members in S.5 or Grade 11. The HKSP2014 provided an opportunity for Hong Kong gifted students to attend a 2-week summer gifted program at the University of Iowa during the period of 5-20 July 2014.

5. Learning and Serving

PGT encourages gifted & talented children and youth to utilize their talents and abilities to serve other people and the community. On 26 August 2014, gifted student members, after receiving training on understanding the intellectually disabled children, voluntarily participated in the Service Day to serve the group. They organized and guided the children to play group activities and games, and led them to visit the university campus. It was a rewarding and meaningful event which provided an opportunity for the gifted and talented to learn as well as to serve the community.

6. PGT Annual Event—Day and Overnight Camps

To strengthen the communication and networking among PGT members, PGT has organized various large scale activities for Honorary Advisors and Curriculum Consultants, Instructors and Teaching Assistants, former and current student members and their parents. This year, the PGT annual event was held at the Lady MacLehose Holiday Village that attracted 130 participants joining the day camp and 60 participants joining the overnight camp on 29-30 August 2014. A parent seminar, a variety of leisure and game activities for students, and a series of parent-child activities were arranged for participants at the camp site.

7. Seminars and Workshops for Parents

In parallel with the enrichment courses for gifted and talented students in the Spring and Summer Programs, 14 seminars, workshops and briefing sessions for parents of gifted students were also conducted. The parent activities provide information and support for parents, and help them strengthen their abilities in nurturing their gifted children.



B) Services/Activities for Parents, Teachers and Educators

8. Sharing with Local and Overseas Gifted Education Officials, and Support for Schools and Teachers
Educators from overseas, and the Executive Director and Associate Director of Hong Kong Academy for Gifted Education came to visit PGT and consulted how to organize and implement out-of-school enrichment programs for primary and secondary school gifted students in a university setting. Schools and teachers in Hong Kong also contacted PGT to seek for consultations on the development of school-based gifted programs.

C) Research and Development

9. Research and Development

PGT conducts research on gifted education. On-going research topics include gifted students' strengths, interests and career aspiration, parent-child perfectionism, mindset and psychological well-being of the gifted.

Upcoming Activities (December 2014 to February 2015)

The Winter Program for the Gifted and Talented 2014 will be conducted from 20 December 2014 to 31 January 2015. Before admission, student applicants attended the pre-program assessment on 1 or 8 November 2014.

For the Spring Program for the Gifted and Talented 2015, the application package will be sent out to all primary and secondary schools to invite students to apply for the Program. A briefing session will be conducted on 10 January 2015 to provide teachers, parents and students with detailed information about the program.

In addition, PGT will continue to organize various programs and activities to address the psycho-social needs and affective development of gifted and talented students. A series of seminars, workshops, and sharing & discussion groups will also continuously be offered to help parents better understand and nurture their gifted children.

*Submitted by Dr. Chan Lai Kwan,
Program Director, the Chinese University of Hong Kong*



Gifted Education in Saudi Arabia: Developments and Promises for Excellent Education

Introduction

The purpose of this paper is to provide a brief overview about the development and promises of gifted education in Saudi Arabia. The paper begins with presenting the early interest in gifted education and how was established and developed in Saudi educational system. Then, the paper shows the current developments and provisions for the education of gifted students in Saudi Arabia. The new directions for the future of gifted education in Saudi Arabia will follow. The paper concludes with presenting the achievements and awards of the Saudi gifted students in the international participations.

Early Interest and Development of Gifted Education in Saudi Arabia

Over the last decade, there have been a variety of efforts to develop gifted education practices in Saudi Arabian schools. The official policy of education in Saudi Arabia, published by the Ministry of Education (1995), defined the basic goals of education in Saudi Arabia and one of these goals is 'identifying and nurturing gifted individuals, and providing them with various resources and opportunities to develop their talents within the framework of general programs, in addition to special programs' (Ministry of Education, 1995, p. 14).

In general, the development of gifted education in Saudi Arabia included five major phases:

-The first phase (from 1989 - 1995): was the establishment of the national program of identifying and nurturing gifted students in Saudi schools. During this period, the definition of gifted students in Saudi Arabia was developed by AlNafie and colleagues. Gifted students in Saudi Arabia are defined as:

The student who has an aptitude or exceptional ability or differentiated performance from his peers in one particular field or more considering by the society, particularly in the field of talent, creative thinking, academic achievement, and special skills and abilities, and he needs differentiated educational care that cannot be provided by school in regular academic program. (AlNafie, AlGateai, AlDudiban, AlHazmi, & AlSaleem, 2000, p. 18)

In general, the identification process of gifted students included three major categories; intelligence, creativity and creative thinking, and special abilities and skills in both academic and non-academic fields.

-The second phase (from 1997): was the implementation of the national program of identifying and nurturing gifted students in Saudi schools.

-The third phase (from 1999): was the establishment of King Abdulaziz and his Companions Foundation for Giftedness and Creativity, which aims to build a national system for giftedness and creativity, providing a distinguished nurture for gifted individuals, and enhancing their interest in science and knowledge.

-The fourth phase (from 2000): was the establishment of the General Directorate of Gifted Care at the Ministry of Education in Saudi Arabia. The general directorate manages the gifted education programs and their related requirements and services in Saudi schools (e.g., the professional development programs for the teachers of gifted and the identification procedures of gifted students).

-The fifth phase (from 2002): the General Directorate of Gifted Care implemented the school-based enrichment program (i.e., the pull-out enrichment program) for the identified gifted students in many Saudi schools.



Current Developments and Provisions for the Education of Gifted Students in Saudi Arabia

The the General Directorate of Gifted Care at the Ministry of Education in Saudi Arabia has developed different types of the educational programs for gifted students in schools, and these programs include: grouping programs, enrichment programs, and mentorship programs. In 2013, the Ministry of Education decided to offer the academic acceleration for gifted students in many Saudi schools, based on the developed guide and instructions for implementing the acceleration process. Currently, the Ministry adopts the Whole-Grade Skipping as the type of accelerating gifted students. Furthermore, the Ministry of Education, in cooperating with a number of public and private institutions in Saudi Arabia, offers some specific programs and competitions for gifted students such as the Summer Forums and the National Olympiad for Scientific Creativity.

New Directions for the Future of Gifted Education in Saudi Arabia

In addition to the educational programs for gifted students, the Ministry of Education currently works toward implementing three national projects for the gifted, innovators, and inventors in Saudi Arabia. The first project is building three special schools for them. The second project is developing special curricula for gifted students at these schools. The third project is building fifteen special centers for creativity and innovation in different regions of Saudi Arabia. The three projects came to support the National Plan for Science, Technology, and Innovation in Saudi Arabia. King Abdulaziz University is currently leading the three national projects through providing the research basis and consultations for developing and implementing these projects. Undoubtedly, the three projects are seen as the future promises for providing an excellent education for the gifted, innovators, and inventors in Saudi Arabia.

Achievements and Awards of the Saudi Gifted Students in the International Participations

As a result of the extensive interest and development of gifted education in Saudi Arabia, Saudi gifted students participated in the international competitions of creativity and invention and achieved distinguished awards. Some of these awards will be listed in the following points:

1. A group of Saudi gifted students achieved 10 awards through their participation in the Intel Science Competition Arab World, Qatar, 2014.
2. A group of Saudi gifted students achieved 10 awards and the Third Position, within 1611 of participants from 71 countries, in the Intel International Science and Engineering Fair- ISEF, US, 2013.
3. A Saudi Student; Ahmad Khalid Al-Nuaimi, achieved the Fourth Position, within 1500 of participants from 51 countries, in the International Race for gifted (International Intel Exhibition for Science and Engineering -Intel ELISSEEV 2008). He received an award based on his invention of the "Smart Shoe", which is a practical solution to the problem of movement of the blind and low vision persons.
4. A Saudi Student; Moaz Nabil Abu Aysha, achieved the Fourth Position, within 1563 of participants from 51 countries, in the International Race for gifted (International Intel Exhibition for Science and Engineering -Intel ELISSEEV 2008). He received an award based on his invention of the "RoboMask", which enable people with complete paralysis to control their wheel chairs and home appliances using their tongues muscles.
5. Seventh Saudi inventors achieved awards in the 8th Alaiteix (ITEX 2009), which was held in the Malaysian capital (Kuala Lumpur).
6. Three Saudi inventors achieved awards in the 6th International Exhibition for Inventors in China, 2008.

*Submitted by Dr. Faisal Yahya Alamiri, APFG Executive Committee Member
Assist. Prof. in Giftedness and Creativity, Faculty of Education, Depatment of Special Education,
King Abdulaziz University*

Gifted Education in Thailand

The interest in education for the gifted in Thailand started by a group of scholars by establishing **The Foundation for the Promotion of the Gifted** in 1981 at Srinakharinwirot University (SWU), Bangkok (Anuruthwong, 2007). Later, special schools for gifted/talented students in science and sports were established during 1985-1990 in all part of the country. There is also one special school for music founded in Bangkok. Moreover, there are special classrooms for high abilities students in many mainstream schools around Thailand. However, the program for the gifted/talented was not in formal education until the the first **National Education Act in 1999** was promulgated to serve as the fundamental law for the administration and provision of education and training. The aim of this Act is to facilitate and support educational reforms in Thailand by ensuring the right to education, providing education for all, as well as guidelines for administration and management. The right of gifted children was stated in the law along with other types of children with special needs (Office of National Education Commission, the (ONEC), 1999).

As a result of the Act, Many regular schools offer special classes under the same curriculum used for all students. Model of the education for the gifted/talented in elementary and secondary schools were developed to use in regular schools (Anuruthwong, U., & et. al., 1994; Hirunburana, & et., al., 1996). After the **7th Asia-Pacific Conference on Giftedness: Igniting Children' s Potential held in Bangkok in 2002**, awareness on gifted and talented students was increased among educators. The conference inspired leaders of the government, educators, and experts in various fields to support giftedness. Education provision for the gifted has dramatically increased both in special schools and in regular schools. Many private organizations such as the **Development and Promotion of Science and Technology Talents Foundation (DPST)**, **The Promotion of Academic Olympiad and Development of Science Foundation**, **Bangkok Symphony Orchestra Foundation** and such provide fellowships and supports the gifted in particular areas. Moreover, experts in different fields established “**the Association for Developing Human Potentials and Giftedness**” to cooperate with “**the Center of the Gifted/Talented**, Srinakharinwirot University in order to encourage teachers and parents of the gifted in nurturing and helping their children in an appropriated way. **The National Standard for Education of the Gifted and Talented** was also developed as a minimum requirement for all schools (Office of Educational Council, the, 2011).

However, in the past 10 years, education for the gifted had not been supported according to the political policy. Some ongoing programs had stopped or the budgets were cut down, while educational system for the gifted still needs a lot of supports and improvements. More concerns about educational provision for the gifted and talented among Thai parents and educators are shown by reports and survey studies. Services provided in schools and outside of schools are inappropriate for the students. There was evidence of highly gifted students dropped out of schools. Also some misconception and errors in identification and programming lead to several problems in enhancing the gifted among practitioners and parents (Yolao, D. & et al., 2009). Recently, the new government had stated the concern about the gifted and plan to support them. This could be a supportive sign for education for the gifted/talented in Thailand in the near future.



1. Mahidolwitayan usorn, Schools for the gifted in science/
2. Muthayom Sungkeet School for the gifted in music/
3. School with program for the gifted in elementary level.

*Submitted by Dr. Usanee Anuruthwong, APFG Vice President
Assoc. Prof., Association for Developing Human Potentials and Giftedness*



Gifted Education News from Turkey

Initially, started as a research project to develop a model program in the education of the gifted in Turkey in 2007, the EPTS (Education Programs for Talented Students; ÜYEP in Turkish) at Anadolu University in the City of Eskisehir has become a center recently with a new name “Center for Research and Practice on Gifted Education.” Its new name defines what it has done in gifted education for the last eight years. The purpose of the EPTS has been two folds: (1) to provide research opportunities for researchers to develop and test identification and education models in gifted education and creativity and (2) to offer educational services for gifted students.

The EPTS has had big influences in gifted education in Turkey. First, it has become a model program and a model center for other practices in gifted education in the country. It inspired many scholars at other universities in that there exists at least five centers around the country with a name similar to the EPTS.

Second, in the last eight years, more than two-thousand five-hundred middle-school students from twenty-eight cities applied to the EPTS for admission. Unfortunately, only about two-hundred fifty students were accepted and received services from the Center for the last eight years; because the infrastructure of the Center has been limited for only four classroom each year. After being accepted to the Center, students take enriched and advance courses in math and science and also extracurricular courses, such as creative writing, drama, character education, design and arts.

Third, the Center researchers have produced a significant number of original scientific work (e.g., research articles, theses, and conference presentations). Every year we present about twenty studies at various international conferences. The Center team also founded and publishes the Turkish Journal of Giftedness and Education, a journal of its first kind in Turkey.

Fourth, the EPTS model also is used in designing gifted education programs in Anabilim Schools, a chain of private school located in Istanbul. Mr. Serkan KILIÇ, the chair of the executive board of the schools, The School board and the director of the Center signed a contract in 2011 to establish self-contained classrooms for gifted students and to use the EPTS curriculum model to develop curricular programs for gifted students. In the last four years, twenty-five teachers of the Schools were trained by the Center director and they together developed programs for twenty courses from first grade to fifth grade. In the start, the schools had no gifted students; but now, they have over one-hundred twenty students from the first grade to the fourth grade. The Anabilim Schools have one of the most unique and the most comprehensive programs for the gifted in Turkey.

We project that, after becoming a center, the infrastructure capacity of the EPTS will be increased gradually by the University administration. It recently is located in the building of the Faculty of Education and employs ten researchers. Currently, as a center, we negotiate with the University administration to reserve a new building with full capacity (e.g., classrooms, laboratories, offices, and test and observation and counseling rooms) and recruit full-time teachers for the Center. We believe that our eight-year work at the Center is a strong support for us to convince the administration to have their full support. After increasing our human resources and the infrastructure, we plan to host international scholars and students from all over the world. Our vision is not to become a national center anymore; rather to become an international center in gifted education and creativity.



The EPTS Team and students from the EPTS



The identification day of the EPTS. Students and parents after the group identification exams.

*Submitted by Professor Ugur Sak, APFG Secretary
prof., & Director, Center for Research and Practice on Gifted Education, Anadolu University*

APFG Newsletter

Issue 1

December 2014

Membership

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. The membership application process and materials will be found on the new APFG website, which will be launched during February 2015. We thank you if you are already a paid member. If not, please renew your membership or become part of our team then.

By joining the APFG is inexpensive and you will benefit from having:

- An interactive website with discussion forums
- A semi-annual newsletter
- Professional development opportunities such as courses, presentations, and site visits
- Opportunities to expand your expertise and broaden your horizons
- Preferential Member rates for a biennial APFG conference comprising keynote speeches, parallel presentations and workshops
- Voice within the organization

Contacting the APFG

Asia-Pacific Federation on
Giftedness
President, Professor
Ching-Chih Kuo
Department of Special
Education
National Taiwan Normal
University
129 Heping East Rd., Sec.
1, Taipei 106, Taiwan

Phone: 886-2-77345008
Fax: 886-2-23413061
Email:
apfg2014gifted@gmail.com

Bank Account for APFG
membership fee:
★HSBC Multi-currency
Account Number:
652-127655-838

We invite you to join us !

