

# Nurturing Talents

APFG Newsletter 2022 Issue 9 Nos. 1 & 2

Special Issue on Support  
for Gifted Learners  
in the Asia-Pacific Region

Editors:  
Mantak Yuen &  
Suzannie Leung



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# Cooperation in the Asia-Pacific Region

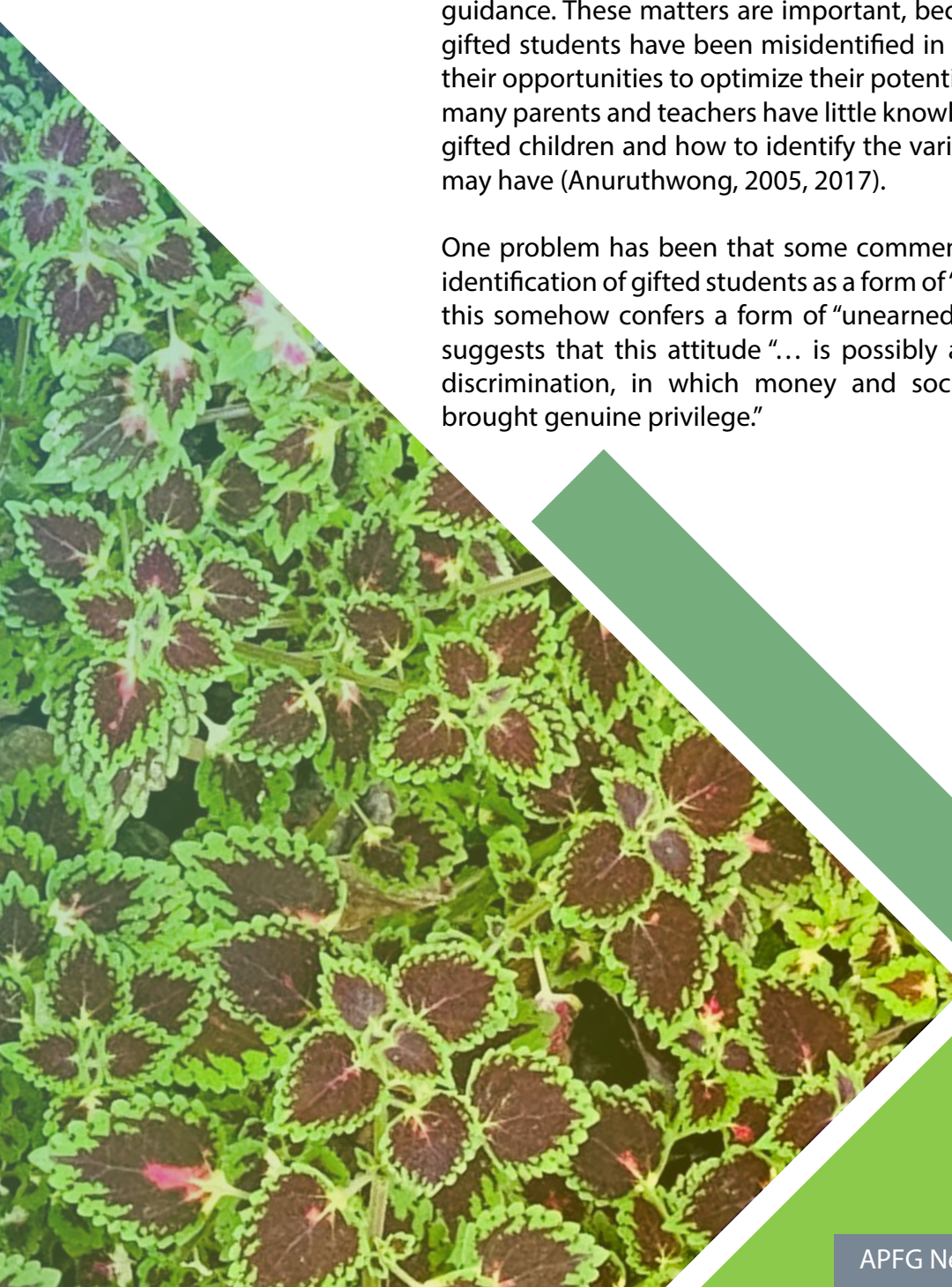
**Assoc. Prof. Dr. Usanee Anuruthwong**

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In many countries, policies and practices for nurturing and educating gifted learners represent one of the most positive advances occurring for several decades. However, there are still questions remaining on accurate definition of giftedness and identification of gifted individuals. There are also different opinions on how best to cultivate students' talents, and how to provide guidance. These matters are important, because in many parts of the world gifted students have been misidentified in the past, and many have missed their opportunities to optimize their potential. Even today, in some countries many parents and teachers have little knowledge about the characteristics of gifted children and how to identify the various potential talents that a child may have (Anuruthwong, 2005, 2017).

One problem has been that some commentators have seen the process of identification of gifted students as a form of "elitism", with the implication that this somehow confers a form of "unearned" privilege. Freeman (1986, p. 2) suggests that this attitude "... is possibly a left-over from the old style of discrimination, in which money and social position rather than ability, brought genuine privilege."





## Definition

According to Davis and Rimm (1994) there is no one definition of “gifted”, “talented” or “giftedness” that is universally accepted. However, all definitions that are widely accepted in the West embody a belief that giftedness and talent are the result of an individual’s inner potential interacting with opportunities available in the environment. In the Asia Pacific Region, we need to consider if the different prevailing cultures necessitate a modified definition of giftedness that is unique to the region.

## Identification

Researchers all over the world have developed instruments and processes for identification of gifted learners. Again, there appears to be no single best way or best instrument to use in all circumstances. In the Asia-Pacific Region, we need to spell out our guidelines for identification based on common criteria found in evidence-based research conducted in this region. Experts who are studying human abilities in our culture will be the best resources for setting up the structure for an identification process.

## Programming

A review of the recent methods that educators are using for gifted children in many countries (including Asia-Pacific) found that there are many interesting programs in operation. Most open-ended programs conduct activities based up the needs and interests of the students; but some coaching and tutoring programs appear to focus on how they can produce an expected outcome, rather than encouraging student potential and creativity.


All well-known gifted programs have emerged from the West, and all seem to have similar practices used in different ways. Most of the activities aim to train higher level thinking skills and may also integrate subject areas to enhance student interests and create exploratory processes. In the Asia-Pacific Region we should also be applying these teaching methods used for gifted students with non-gifted students in the regular classroom. This would help ensure that every child has his or her opportunity to reach full potential.

We also need to ensure that when programs from overseas are used in this region, local wisdom and intangible cultural heritage are integrated into the curriculum for gifted education. I believe that combining local wisdom and our culture are the way to build harmony between modern knowledge and the uniqueness of each culture. I believe that the Asia-Pacific Federation on Giftedness (APFG) can be the catalyst to ignite such an approach to gifted education that incorporates local wisdom to serve the new generation for a better society. For the details about APFG, please visit the website. <https://www.apfggiftedness.org/>



Assoc. Prof. Dr. Usanee Anuruthwong






# The 17th Asia-Pacific Conference on Giftedness, 7–10 July 2022, in a Hybrid Format to be Held in Taipei

Ching-Chih Kuo, PhD

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Chair, Organizing Committee, The 17th Asia-Pacific Conference on Giftedness  
Vice President, Asia-Pacific Federation on Giftedness  
[kaykuo@ntnu.edu.tw](mailto:kaykuo@ntnu.edu.tw)

The National Taiwan Normal University (NTNU) is pleased to announce that we will be hosting the 17th Asia-Pacific Conference on Giftedness (APCG) from 7 July through 10 July 2022, planning for a hybrid event with virtual and physical attendees at the NTNU. The conference theme is “Embracing Diversity, Blooming Talents”.



The Asia-Pacific Federation on Giftedness (APFG) is an international organization of special education administrators, scholars and teachers, together with dedicated parents and graduate students. The goal of APFG is to focus Asia-Pacific attention on gifted and talented children or individuals and the valuable potential contribution they can make to the benefit of humankind. APFG was founded in 1990 in Manila, Philippines, and became affiliated to the World Council for Gifted and Talented Children (WCGTC) in 1994. Membership comes largely from Australia, Canada, Hong Kong, India, Indonesia, Japan, Malaysia, Mexico, Russia, Saudi Arabia, Singapore, South Korea, Taiwan, Thailand, and Turkey.

The conference is a biennial event of APFG, held in summer and providing opportunity to contribute to the global conversation about gifted and talented education. Every two years the event is held at a different location. Earlier conferences have been in Manila (1990), Taipei (1992), Seoul (1994), Jakarta (1996), New Delhi (1998), Beijing (2000), Bangkok (2002), Daejeon (2004), Taipei (2006), Singapore (2008), Sydney (2010), Dubai (2012), Beijing (2014), Macau (2016), Bangkok (2018), and Daegu (2020).

Taiwan has hosted the APCG conference twice so far, and we are thrilled to be chosen to host the event again in Taipei. The 17th APCG conference will be organized by the Department of Special Education of the NTNU, and will be a collaborative effort between the Chinese Association of Gifted Education, Special Education Center and College of Education of the NTNU. The event will also be held under the auspices of APFG, the K-12 Education Administration, Ministry of Education (K-12 EA, MOE), and the Ministry of Science and Technology (MOST).

The program for the conference will feature eight keynote speeches, three invited symposia and one invited workshop delivered by renowned scholars to share their experiences and expertise in their respective fields. The program will also welcome hundreds of APFG members and attendees and numerous paper and poster presentations deliberating on the conference theme. As a hybrid event, the 17th APCG allows attendees to join virtually or to be physically present in Taipei. The deadline for submission of abstracts was extended to 15 April 2022.

The registration fees will be supported by the K-12 EA, MOE but registration is required for all persons attending the 17th APCG Conference. Registration for the conference will close on 31 May 2022.



The 17th APCG conference is a 4-day education event providing attendees with an opportunity to learn from expert speakers, explore the latest trends in gifted and talented education, reconnect with like-minded professionals and peers—and more! You will not want to miss out. Further conference details are forthcoming and will be posted on the webpage of the 17th APCG conference ([www.apcgtaipei2022.org](http://www.apcgtaipei2022.org)). If there is further information that you require in the meantime, please contact Professor Ching-Chih Kuo at [kaykuo@ntnu.edu.tw](mailto:kaykuo@ntnu.edu.tw).

For now, please save the dates and begin making your conference plans to join us physically or virtually for this exciting conference. We look forward to again hosting the APCG in Taipei and welcoming you to our 17th APCG Conference!



**APCG** | THE 17th ASIA-PACIFIC  
CONFERENCE ON GIFTEDNESS  
7-10 July 2022 Taipei  
Virtual + National Taiwan Normal University, Taipei

### Keynote Speakers

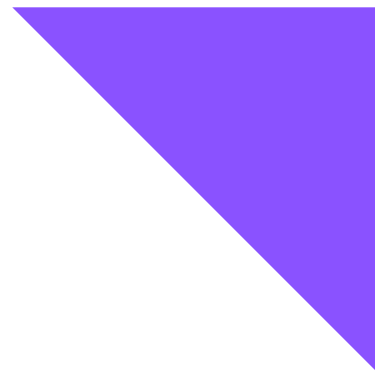
 <b>Prof. Robert J. Sternberg</b> Cornell University, USA Transformational Giftedness, and Why Our Conventional Definition of Giftedness Has Become a Disservice to Humanity	 <b>Prof. Ugur Sak</b> Anadolu University, Turkey Education and Identification of Talented Students According to The Fuzzy Theory
 <b>Prof. Jonathan A. Plucker</b> John Hopkins University, USA Excellence Gaps 12 Years Later: What We Know About Causes and Solutions	 <b>Prof. Albert Ziegler</b> University of Erlangen-Nuremberg, Germany Environmental Boosters of Talent Development
 <b>Prof. Margaret Sutherland</b> University of Glasgow, UK The Policy Practice Nexus: Bridging the Gap Between Rhetoric and Reality	 <b>Prof. Dennis Hong</b> University of California, Los Angeles, USA Seeing Things Differently, Connecting Things Unusually
 <b>Dr. Apichart Pholprasert</b> Chulalongkorn University, Thailand Expanding the Conception of Giftedness to Talent Development	 <b>Prof. Wing-Huen Ip</b> Academia Sinica, Taiwan To Dream the Impossible Dream
	 <b>Prof. Joseph Renzulli</b> University of Connecticut, USA <b>Guest of Honor:</b> Assessment for Learning vs. Assessment of Learning (pre-recorded video)

Under the Auspices of  
 Ministry of Education, Republic of China (Taiwan) (教育部)  
 Ministry of Science and Technology, Republic of China (Taiwan) (科技部)  
 Hosted by K-12 Education Administration, Ministry of Education, Republic of China (Taiwan)  
 Organized by Department of Special Education, National Taiwan Normal University  
 Co-organized by Asia-Pacific Federation on Giftedness  
 Special Education Center, National Taiwan Normal University  
 Chinese Association of Gifted Education  
 College of Education, National Taiwan Normal University

2022 APCG Website QR code



  
 國立臺灣師範大學  
 NATIONAL TAIWAN NORMAL UNIVERSITY



# The Passing of Emeritus Professor Miraca Gross (1944-2022)

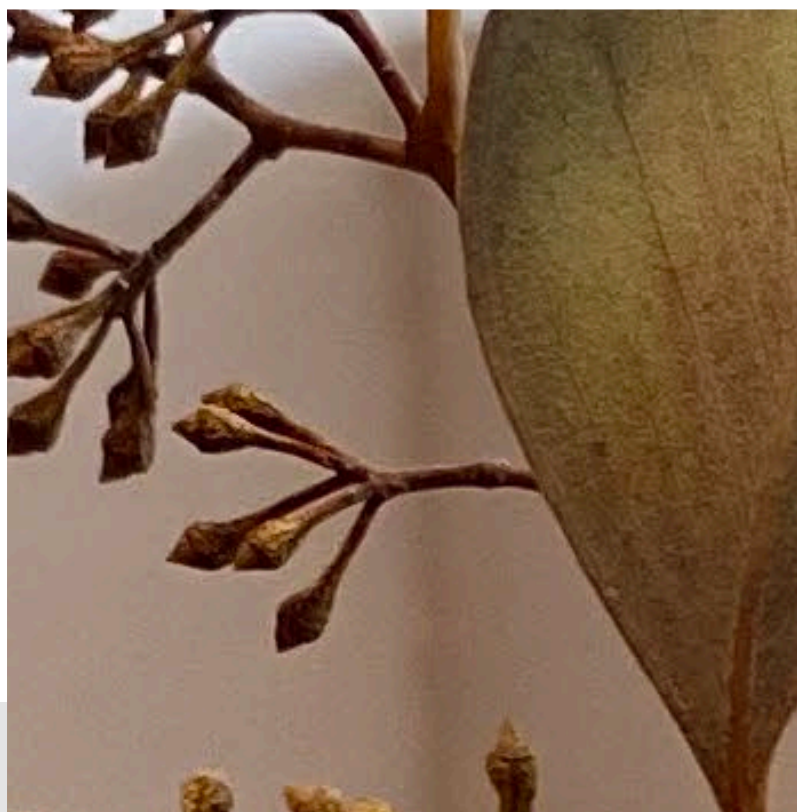
Jae Yup Jared Jung, PhD

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It is with great sadness that we share with you the news that Emeritus Professor Miraca Gross passed away on Friday, 28 January 2022.



**Emeritus Professor Miraca Gross**

Source: <https://www.inside.unsw.edu.au/social-impact/miraca-gross-am-the-pioneer-gifted-education-in-australia>





Miraca was an expert in Gifted Education who worked at UNSW from 1991 to 2011. Even after her retirement, Miraca remained an active member of our intellectual community for many years. She was recognised both internationally and nationally as a leading authority on the education of gifted students.

Miraca was born in Edinburgh, Scotland. After completing undergraduate studies in Scotland and Australia, she graduated from Purdue University in the United States with a PhD thesis entitled "Children of exceptional intellectual potential: Their origin and development". Thereafter, she returned to Australia to hold several academic positions, firstly at The University Melbourne, and then at UNSW. While at UNSW, she established and became the Director of the Gifted Education Research, Resource and Information Centre (GERRIC) and was a Professor of Gifted Education in the School of Education.

Among her many accomplishments as a scholar and a teacher of gifted education was her longitudinal study of gifted Australian children, portions of which were published in a book (Exceptionally Gifted Children). She was also a prolific publisher in the top international peer reviewed academic journals in gifted education (including Gifted Child Quarterly), the developer of the Professional Development Package for Teachers in Gifted Education, the developer of Mini-COGE (the internationally renowned professional development course in gifted education), the creator of the GERRIC Gifted Student Programs, and the educator of generations of teachers in gifted education. Her work was funded by numerous competitive large grants from the Australian Research Council, the Australian Federal Government, and the John Templeton Foundation (USA).

Miraca's achievements have been recognised in several ways. In 1997, she received the inaugural Australian Award for University Teaching in Education from the Australian Federal Government. This was followed by the Sir Harold Wyndham Medal from the Australian College of Educators for "outstanding contributions to Australian education" in 2003, and the Distinguished Scholar Award from the US National Association for Gifted Children (NAGC) in 2005. In 2008, she was recognised by the Mensa Education and Research Foundation (USA) with the International Lifetime Achievement Award. She was inducted as a Member of the Order of Australia in 2008.






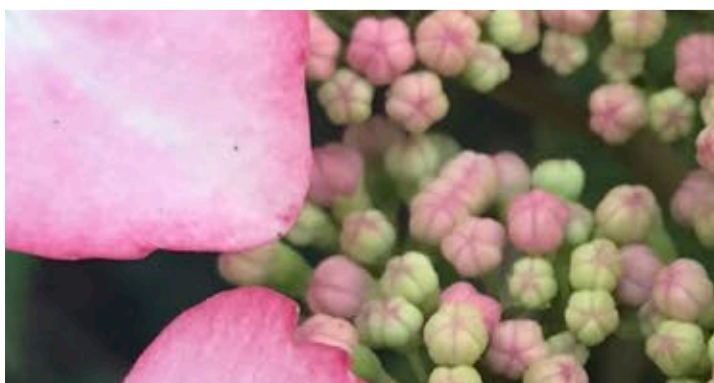
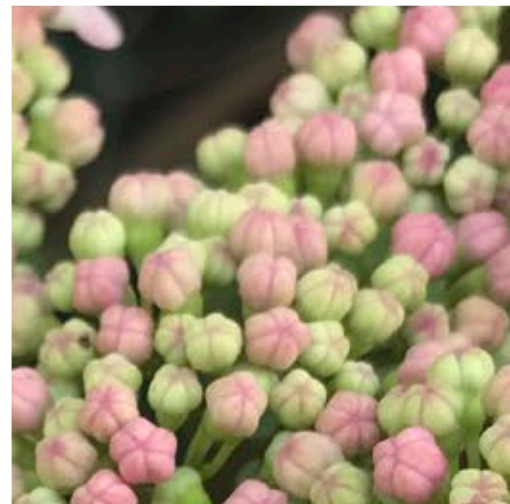
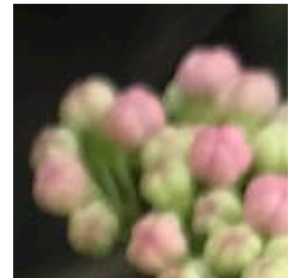
# The Gifted and Talented Education Programme in Malaysia: The Way Forward

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The Malaysian government's determination to realise gifted and talented education in the future was in line with the agenda of the initial PERMATApintar™ and PERMATA Insan programmes. The creation of PERMATA unit in the Ministry of Education (MOE), to coordinate the activities of both programmes with the state education department and all schools around the country, was proof of the commitment to boost the nation's gifted and talented education programme in the future. At the same time, the Malaysia Education Blueprint (MEB) 2013-2025 proved the government's serious commitment in the policy direction for gifted and talented education. The plan underlined gifted and talented education as the catalyst to human capital development, as it could enhance innovation activities in Asian countries with strong economies, such as Hong Kong, Singapore and South Korea.



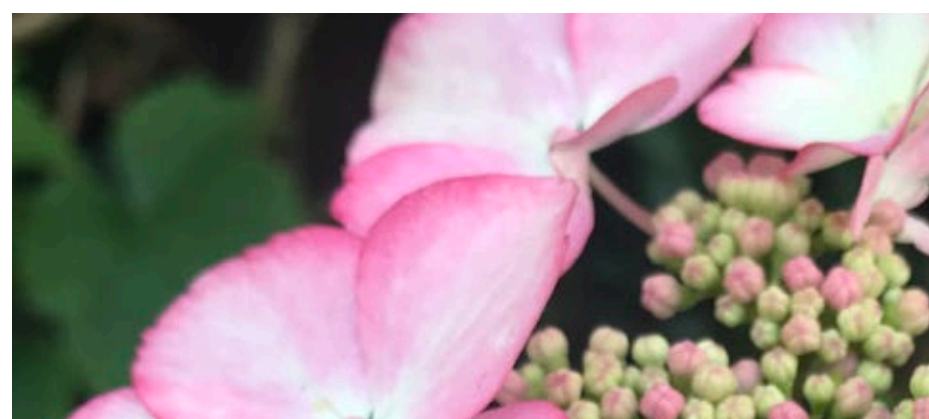




In 2018, the government decided to rebrand the name of the programmes and called them 'GENIUS programmes' replacing the name of PERMATA. The programmes were handed to a special division (GENIUS Division) set up in the MOE, while the original policies and plans were retained. The number of programmes under GENIUS had been reduced, but those addressing gifted and talented education were maintained and still managed by the original stakeholders—the Universiti Kebangsaan Malaysia (UKM) and Universiti Sains Islam Malaysia (USIM). The new management under MOE's GENIUS Division marked a new phase in the development of gifted and talented education transformation in Malaysia. The ministry engaged various parties to conduct a review and audit of the existing programmes. Since then, new plans based on the recommendations made for the programmes' improvement have been implemented in stages.

The gifted programmes in Malaysia have come a long way since their inception more than ten years ago. The Malaysian government's earlier decisions concerning policy and implementation of the programme in the country had created not only a well-established and stable gifted programme but at the same time encouraged more research on aspects of the programme. This ongoing evaluation is invaluable to all stakeholders in the programme, especially the MOE for improving and strengthening the existing programmes.

While there are currently only two existing programmes in UKM (Pusat GENIUS Pintar Nrgara) and USIM (Kolej GENIUS Insan), the ministry is planning more gifted institutions within the mainstream school. The government's commitment to ensure the programmes' success so far has encouraged the growth and progress of gifted education in Malaysia. Various investments in infrastructure and facilities, professional development of educators, students' involvement in various competitions and activities, and post-secondary academic education would mean even better planning and implementation of gifted education. Both established programmes have embarked on the journey of discovery, facing their own challenges along the way. After being in operation for the last decade, both programmes have contributed enormously in terms of developing effective strategies to cope with issues and problems that can occur in implementing some aspects of any gifted education programme.





The Malaysia Education Blueprint (MEB) has also prepared and issued clear guidelines on improvement in gifted and talented education in the country. In its latest effort to enhance the existing programmes, the MOE had already introduced another policy related to the operation of gifted and talented programmes in mainstream education. The policy known as Garis Panduan Pengoperasian Program Pendidikan Pintar Cerdas (PPPC) introduced and implemented in 2021, is a comprehensive policy that serves as the guideline for existing and future gifted and talented education institutions in the country. This is another interesting chapter as Malaysia steps up its effort and employs best practices learned from the existing programmes. Akademi Sains Pendang, a full-boarding school in Kedah, becomes the first school under the ministry to implement the guideline for the new gifted and talented stream. This pilot programme, implemented in mainstream education and a ministry's school, will be the new benchmark for gifted and talented education in the country. This initiative signals the beginning of more gifted and talented in mainstream education in the foreseeable future.

In a nutshell, the Malaysian gifted and talented education scene will continue to grow. Even with its late entrance into this field of education, the country has made steady progress in advancing gifted education. The plan implemented over the years has shown positive results in terms of the achievements made by the students in the programmes. The programmes are obviously on the right track, and future generations of gifted students should continue to develop their potential and talents in the future. The nation will stand to benefit from early investments in this programme in the coming years.



The PERMATApintar™ Negara complex built in Universiti Kebangsaan Malaysia (UKM) in 2011. The programme had been rebranded to Pusat GENIUS Pintar Negara in 2018.




# A School-based Program for Teachers and Parents: Psycho-social and Emotional Needs of Gifted Kids

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The Center for the Development of the Gifted and Talented (CDGT) at HKUST was established in 2010 (<https://cdgt.hkust.edu.hk/eng/index.php>). It is dedicated to nurturing gifted students through provision of a variety of study programs with a structured pathway to science and engineering subjects. While these programs address their academic learning needs, there is also a need for affective education programs, plus parent education activities, to address the students' psycho-social and emotional needs. Gifted education is very often misinterpreted and narrowly defined as promoting outstanding academic achievement. Despite the promotion of the concept of giftedness, gifted students often remain largely unrecognized by the public, parents, and sometimes even teachers in schools. Foremost in supporting the all-round development of gifted students it is necessary to understand their affective characteristics and needs. Their healthy upbringing requires the formation of a supportive social network around them.

In 2018, we launched "Project FIRE: Ignite the Gifted", to promote a supportive environment and to provide caretakers and educators with necessary resources for nurturing gifted students. A team of psychologists was engaged to deliver a series of talks, training seminars, and workshops. The team also facilitated the creation of support groups at local schools. The project adopted a school-based approach and we acknowledged the unique features of each school, and took into account the specific challenges faced by gifted students, parents and teachers in their particular community.

The project commenced with 3 schools to launch the pilot program. After initial discussion with the schools, each was given the flexibility to work out their schedule for events throughout the academic year, and to select specific events for their respective target groups. Topics suggested for them to cover included:

1. Basic understanding of giftedness: emotional needs and challenges of gifted students
2. Nurturing gifted students: intra- and interpersonal relationships
3. Self-care: awareness of oneself and others: emotional and relationship management.

In addition to these topics, teachers worked with our team to explore areas that they considered beneficial to their students. As each school community had a different baseline in depth of understanding of giftedness—and parents and teachers would have different expectations—our psychologists fine-tuned the content, pace and focus, based on their specific needs. We now have each school paired up with a psychologist for all activities, so that the psychologist could acquire a better understanding of the school culture and organization. This person would then be able to provide comprehensive and targeted package of professional support to students, teachers, instructors and parents.

Over the past 4 years, we have worked with 15 primary and secondary schools, offering over 100 sessions of professional development workshops for teachers, as well as educational talks and seminars for parents. These parent support sessions were in high demand and were well-received. Many parents now appreciate the unique features and needs of their children, and develop a good working relationship with their schools. The workshops provided an interaction platform for experience sharing, knowledge exchange, and (most important of all) a sense of belonging to a supportive community centered at the school. Parents were eager to seek advice from our psychologists and to work with teachers on parenting issues. Many parents also provided peer support to other parents.

Project FIRE has been well-recognized by schools and parents. Several schools joined for multiple years, with a small community established within the schools. Initially the project aimed to fill a gap and targeted specifically teacher's professional development and parent education. These were seen as the pillars of gifted education. Gradually, schools started to take these support activities as a full package covering all stakeholders working as a single group. The positive feedback also prompts us to consider expanding the program to more schools and make this activity available to a bigger community.







In the midst of the program, we also piloted in 2020 a psycho-educational program for gifted students focusing on stress management and emotional regulation. The program was designed by a counseling psychologist. Students were engaged in 8 interactive sessions to enhance their self-understanding and self-care, based on the 'compassion-focused therapy' approach. Parents would take part in this journey alongside their children. The team of psychologists would share their observation on the students' well-being with their parents, and offer suggestions of approaches to maintain a good support for the children to build their psychological resilience and develop a positive personal outlook. These attributes, are essential for them to excel in areas they are passionate about and to develop their potential to the full—the mission of our Center.

Looking ahead, we are proactively enhancing our capacity through expansion of our Project FIRE Professional Training Team, to provide more local secondary and primary schools with this school-based support. While government support often comes with allocation of monetary resources, we believe that we should not see gifted education as a service provision for only a subset of students. All students benefit when programs address psycho-social and emotional needs as well as academic achievement.

The key to building a sustainable and healthy community is to provide expertise input that can equip teachers and parents as stakeholders and participants with vested interests. We hope that we can broaden our connection to more schools, promote exchanges, and build a strong school-based community, with contribution of all parties.



# Global Principles for Professional Learning in Gifted Education

**Dr. Eleonoor van Gerven**

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*Every year, all over the world, conferences on gifted education take place. Some initiatives aim for an international audience while others focus on a local audience. These conferences are well attended with contributions varying from a strong focus on educational research and individual case studies to an emphasis on educational (best) practices. The wide variety in topics and attendees makes evident a growing demand for information about gifted education. Yet, educators worldwide still receive relatively little input on practical pedagogical-didactical strategies for educating gifted or highly-able learners. The locally available information differs per country and depends on local politics and strategic decisions about the position of gifted education (WCGTC, 2021). This situation motivated the executive committee of the World Council for Gifted and Talented Children (WCGTC) to create a global committee that featured 24 educator experts from 19 countries to develop ten overarching principles for professional learning in gifted education. The WCGTC wants to contribute to the global optimization of professional learning in gifted education by developing these ten overarching principles.*

### **A brief history**

A call was sent to members of WCGTC to express their interest in participating on this committee (November 2019). Finally, a committee of more than 20 members was appointed, chaired by Dr. Norma Hafenstein. Committee members first provided information about gifted education in their respective countries, and then explained how knowledge in gifted education is embedded in their pre- and post-service teacher education programs in their country. In the next stage, committee members joined virtual focus groups to provide constructive feedback on the first drafts of the document. A writing team produced a revised version that was presented to the WCGTC executive committee. After their feedback was processed, the paper was ready for its release. The Global Principles for Professional Learning in Gifted Education were released at the 2021 Virtual WCGTC World Conference.

### **Respecting regional differences**

Developing overarching principles proved to be complex, since school education, teacher education, and professional learning differ by country. For example, countries have different perspectives on what should be part of teacher preparation in general and what might be part of on-going and in-service professional learning for educators. Perspectives on giftedness differ as well. In some countries, the word gifted is not used at all—instead, terms including ‘highly able’ or ‘able learners’ are used. In those countries, using the word “gifted” might even be misunderstood and counterproductive. It also became clear that not all countries place gifted education high on the agenda, depending on their socio-cultural, political, and economic differences. It was also evident that gifted education is not necessarily seen as different or distinct from education in general in all countries. In some countries, seeing gifted education as distinct might even be perceived as contradictory to the inclusive approach that their governments prioritize.

Hence, in the way the ten principles are stipulated, WCGTC has aimed to provide ample opportunities for each country to interpret the principles to match their own philosophies and respect local values within their unique socio-cultural, economic, and political context.


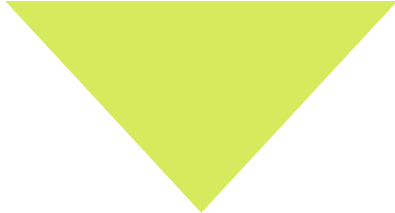
The document and a poster version can be downloaded from the WCGTC website: <https://world-gifted.org/gp-professional-learning>. You may also request from the website for hard copies to be mailed.

### **Global Principles for Professional Learning in Gifted Education**

#### *Global Principle 1: Tiered Content*

Comprehensive professional learning programs recognize that all educators work with gifted students, so all educators need some degree of professional preparation to support the education and growth of gifted children, although the amount and type of content may vary according to each educator’s role.





### *Global Principle 2: Evidence-Based*

A quality professional learning program is based on best-practice and research, including the ways in which gifted students are uniquely different from other students as a core rationale for differentiated services.

### *Global Principle 3: Holistic*

Professional learning in gifted education should address the whole child, including academic, social, and emotional needs.

### *Global Principle 4: Broad*

A thorough professional learning program includes information about different levels of giftedness, different forms of giftedness, varied methods of identification, different program models, and options for curriculum and instruction.

### *Global Principle 5: Equitable*

Professional learning programs in gifted education should address the needs of students from different racial, cultural, ethnic and indigenous groups; genders; sexual orientations; and socio-economic statuses. Recruiting and retaining educators from representative diverse backgrounds should be a priority.

### *Global Principle 6: Comprehensive*

Many school personnel affect the lives of gifted children, directly or indirectly. A plan for professional learning in gifted education must therefore include provisions for educating administrators, counselors, psychologists, special educators, and others about the needs of gifted students.

### *Global Principle 7: Integral*

Professional learning should present gifted education in the context of an entire school program, emphasizing that gifted students are the responsibility of the whole school community and not just the educators charged with specific responsibilities for serving gifted students.

### *Global Principle 8: Ongoing*

A professional learning plan in gifted education should provide ongoing opportunities to refine and extend existing knowledge and skills through in-service programs and other professional learning experiences throughout a career.

### *Global Principle 10: Empowering*

Professional learning in gifted education should prepare educators to be effective supporters, promoting gifted students and the services they require.

### Final Note

The WCGTC Global Principles guideline invites educational leaders, education authorities, and policymakers—whether presenting an international perspective or a view from a specific country or state—to invest in professional learning to benefit gifted education. The principles are interdependent, interrelated, and indivisible. The starting point depends on the educational policies and practices for gifted learners in a specific country/state. Education authorities and policymakers may adopt the WCGTC guideline to mandate the inclusion of gifted education in teacher education programs at national, regional, and global levels.

### References

World Council for Gifted and Talented Children. (2021). *Global principles for professional learning in education*.

<https://world-gifted.org/professional-learning-global-principles.pdf>



# Sparkle Project: Call for respondents

Dr. E. van Gerven, Dr. R. Schader, Dr. A. Bakx, Dr. C. Deitz, A. Weterings MEP, Dr. A. Miro Meijas, W. Behrens MEd  
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## What does it take to make your eyes sparkle?

All over the world we find educators who are inspired by the children they teach. When you ask them about their profession, their eyes start to sparkle. Why do some teachers find their job bringing joy into their lives? What about teachers whose sparkle has diminished, or for the moment, even disappeared?

The Sparkle Project focuses on teachers and teaching because we know that being a teacher is a challenging profession. Teachers take an active part in an interactive system. The interplay between the partners within this system affects all—students, co-workers, parents, school support staff, administrators—and influences how teachers perceive their experiences as a teacher. Teachers' behaviour is unconsciously guided by a mixture of cognitive, affective and motivational influences (Korthagen, 2017). In daily practice, teachers are too busy to reflect while they are in action; but later they do find time to reflect on what occurs as a result of those actions. They inform us that reflecting on their professional situation helps them find ways to motivate themselves and refine their practices.







The researchers involved in the Sparkle Project are interested in the teacher's voice and the teacher's professional needs. Your participation in this project will help us gain a better understanding of what motivates teachers for their job, and how they keep themselves motivated. That understanding is necessary if we are to tune productively into our teachers' educational needs in pre-and post-service teacher education. Raising the quality of teacher education ultimately enhances the quality of education in general. More specifically, this project can contribute to a higher quality of gifted education, because the information gleaned will help provide targeted support in pre-service training, ongoing professional development, and peer support networking.

The project focuses on questions of what inspires educators in their profession and what makes their eyes sparkle? How do they feel when their eyes sparkle, and how does that feeling affect their practice? We want to know if there are similarities and differences between teachers involved with gifted learners and teachers who are not, regarding motivational factors for their profession. This international study is to be undertaken in different countries, and we would like to determine similarities and differences between teachers worldwide. Understanding what makes teachers thrive helps us shape the best professional context possible.

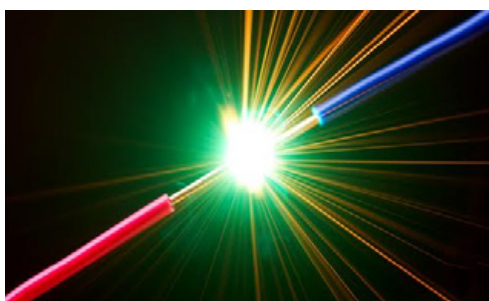
### **Who can participate in the research?**

We perceive gifted education as a part of general education. In each classroom there are most likely gifted learners (although not all of them may have been identified as such) ... that is why the Sparkle Project not only welcomes teachers of gifted students but invites all teacher, coordinators and specialists to join in the study, and tell us when, why and how they sparkle in their jobs.

### **Practical information**

We invite you to complete and return a questionnaire, published on the website below. It will take no more than twenty minutes of your time.

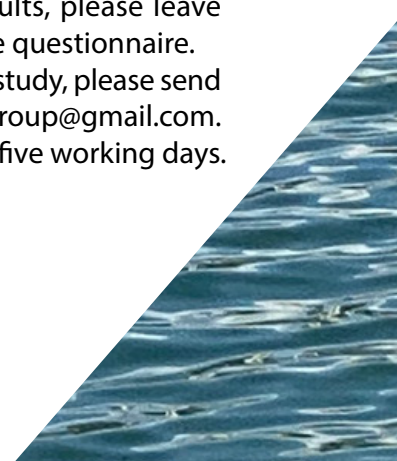
You can participate by visiting the website <https://www.sparkleproject.net/>. All the practical information you need is there: privacy statement, letter of consent, and the actual questionnaire.



### **Additional information**

- Having completed the questionnaire, please forward the link to your colleagues who might be interested in participating in this study.
- If you want to be informed of the results, please leave your email address at the bottom of the questionnaire.
- If you want to contact us regarding this study, please send us an email via [educationalinsightsgroup@gmail.com](mailto:educationalinsightsgroup@gmail.com). We intend to answer your email within five working days.

Our eyes are sparkling in anticipation of you joining us in this project!





# Reflecting on the APCG 2020 Conference

**Dr. Jaeho Lee**

President of the Korean Society for the Gifted  
Organization Committee Chair of the APCG 2020  
jhlee1281@naver.com

When the Gifted Education Promotion Act was enacted in Korea in 2000, a national support system was established for gifted education. At that time, the Korean Society for the Gifted (KSG), founded in 1990, played a pivotal role in implementing the new Act. As a long-term result, 2020 marked the 20th anniversary of the enactment of the Korea Gifted Education Promotion Act, and also celebrated the 30th anniversary of the foundation of KSG. To commemorate such a momentous year, KSG decided to host its third APCG conference in Korea, and prepared hard for this event.




A new model of giftedness is required in the 4th Industrial Revolution Era, to move beyond the past 'intelligence-centered model' which has limitations. This new era is typified by gifted people like Bill Gates, Steve Jobs, Mark Zuckerberg and others who have enriched our lives today. They are not just intelligent scientists or engineers, but also excellent entrepreneurs and great leaders, with ethical minds. In order for our society to move from a 'good' society to a 'great' one, we need a new model of giftedness that embraces outstanding entrepreneurship and leadership. For this reason, the APCG 2020 Organizing Committee chose "Beyond Intelligence: Entrepreneurship, Leadership & Ethical Minds" as the theme of the 2020 conference.

Coincidentally, at the time of beginning to plan the conference COVID-19 broke out in the winter of 2019, but the seriousness was not greatly recognized in the beginning. In early 2020, the APFG delegation visited EXCO in Daegu, the venue of the conference, to examine the preparation status of the conference. After the on-site inspection by the APFG delegation, the situation of COVID-19 became much more serious. It was decided to postpone 2020 conference from July 30 to August 3 when the COVID-19 situation may have stabilized. This information was notified to all APFG members on March 31. However, after further lengthy discussions, the schedule for the APCG 2020 conference has now been moved to November 27th to 29th.

Since then, as the COVID-19 situation in Korea began to stabilize, the APCG 2020 Organizing Committee then made the best preparations for overseas participants to engage safely with the APCG 2020 conference. Unfortunately, since that time the COVID-19 situation worsened again around the end of October, resulting in only key domestic officials being allowed to participate in the onsite APCG 2020 conference. Most participants were encouraged to participate online—so as a result, the APCG 2020 was held as a hybrid-format conference, an unprecedented experience. Details of the APCG 2020 conference as eventually delivered are summarized as follows.







First, although the conference programme was expected to be condensed significantly due to COVID-19 restrictions, fortunately it was found that 1,571 people from 27 countries around the world participated online and offline, and ultimately 172 research papers were published. The result was more successful in terms of quantity of participants and content than any other APCG conference.

Second, in terms of content quality, despite a short conference period of only 2 nights and 3 days, it was still possible to present 6 carefully selected people who were invited to present as keynote speakers to address the conference theme. The speakers included world-class scholars and young startup entrepreneurs.

Third, high quality was maintained in terms of venue facilities. Daegu EXCO, an international event venue, had newly installed high-speed network equipment so that there is no problem sending YouTube in real time around the world.

Fourth, various types of papers and presentation sessions were organized to provide an effective hybrid conference format that combined online and offline components. Most of the presenters gave their papers using the real-time video conferencing system, but some speakers in Korea presented papers face-to-face on-site. In addition, a session was operated to play pre-recorded videos at a predetermined time for participants in countries with unstable Internet facilities and countries where time zone difference was a major obstacle.

Fifth, despite the relatively small number of on-site participants attending the conference, the opening and closing ceremonies were not reduced. During the period prior to official opening, it was still possible to present in person a traditional Korean dance, that was also transmitted to online participants around the world.

Finally, a venue for research presentations for gifted youth was operated. Under normal circumstances, the Youth Summit, an event for gifted youth around the world, would have been held more extensively. Unfortunately, due to outbreak of COVID-19, the participation was limited to Korean gifted youth. The event was held exclusively online, and a total of 55 research results were presented on a team-based basis.



Dr. Jaeho Lee

While writing this report, we began to search for photos to commemorate the APCG 2020 conference. Regrettably, due to the pandemic restrictions that required participants to be masked during the conference, it was impossible to capture recognizable faces. As a result, only two meaningful photos were selected here. The first photo was taken in commemoration of the members of the organizing committee after the keynote speech held offline after the opening ceremony, and the second photo was taken after the Gala Dinner event with participants.

APCG 2020 was held as a hybrid conference that has never been experienced before, and it is self-evaluated that it achieved its own, unique results. With the development of technology, more countries and participants had the opportunity to participate—even more than when conferences are held on campus! There may well be a place for the hybrid conference format to continue even after the end of COVID-19, to meet the needs of countries that have difficulty attending onsite conferences. However the core of a conference should still be offline, so that gifted education scholars, students and parents from all over the world can continue to convene face-to-face and have the valuable networking opportunities.

It seems like only yesterday that I visited Bangkok, Thailand, during APCG 2018, to promote the hosting of the forthcoming APCG 2020 conference. But in actuality, it has now been four years since that visit... time flies!! I would like to take this opportunity to thank APFG members for their participation and support for the APCG 2020 conference. Thank you so much.





## Bid to Host APCG Conference 2024

The Asia-Pacific Federation on Giftedness (APFG) is now accepting bid proposals to host the 2024 Asia-Pacific Conference on Giftedness (APCG).

The APCG is a biennial event in the summer, usually in July or August providing opportunity to contribute to the global conversation about gifted and talented education. Past conferences have been held in Manila (1990), Taipei (1992), Seoul (1994), Jakarta (1996), New Delhi (1998), Beijing (2000), Bangkok (2005), Daejeon (2004), Taipei (2006), Singapore (2008), Sydney (2010), Dubai (2012), Beijing (2014), Macau (2016), Bangkok (2018), and Daegu (2020). Taipei will be hosting the 17th APCG Conference in 2022.

The deadline for bid is 15 June 2022. Please submit your bid by e-mail to APFG President Professor Usanee Anuruthwong at [usanee.anu@gmail.com](mailto:usanee.anu@gmail.com). The APFG Executive Committee (ExCo) Members will review bids. Potential bidders are also encouraged to participate in the 2022 Taipei 17th APCG Conference to present their proposal at the APFG meetings, and answer questions from the Executive Committee members. The successful bidder will be announced during the 2022 Taipei Conference.





The following information should be included in the proposal:

- Hosting university/government institution(s)
- Planned dates (preferably between July and August)
- Venue (city, information on conference facilities, number and size of conference rooms, travel/transportation consideration)
- Conference organization
- Tentative program for main conference
- Tentative program for youth summit
- Conference budget
- A suggested conference theme and related sub-themes focusing on current and future trends and issues in gifted and talented education (not essential but will strengthen your bid)
- Tourist information

Usually the APCG Conference attracts more than 500 participants for the main conference and 300 children and youth for the youth summit. Thus a conference site having an auditorium/room for this projected number of people should be considered.

The Conference budget format will include the following categories:

- Rental (venues rental, venue set-up, audio visual rentals)
- Publicity (program preparation, printing flyers and announcements)
- Conference operation expenses (telephone, mailings and correspondence, packets, meals)
- Hospitality (special guests, major speakers)
- Publication for program book and proceedings
- Local conference committee allowance
- Expenses for the APFG ExCo Meetings (7 members) before and during the conference.
- Suggested registration fees for main conference (usually including ticket to the welcome reception, lunch, coffee break, access to all main conference sessions, conference materials and program book, etc.)
- Suggested registration fees for youth summit (usually including group airport pick-up & drop off services, catering and accommodation during the youth summit, free registration for 1 teacher/consultant with 6-12 students and for 2 teachers/consultant with more than 12 students from each country/region)

Please feel free to contact us at [usanee.anu@gmail.com](mailto:usanee.anu@gmail.com) if you have any query.  
Thank you.





# The Executive Committee 2018-2022

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

The APFG consists of a President, a Vice-President, a Secretary, a Treasurer, the immediate past President and 2 more Delegates. The following Executive Committee Members were elected by the delegates on August 22, 2018 for a two-year term from 2018 to 2020:

**President** Dr. Usanee Anuruthwong

Association for Developing Human Potentials and Giftedness, Thailand

**Immediate Past President** Professor Kyungbin Park

Gachon University, South Korea

**Vice-President** Professor Ching-Chih Kuo

National Taiwan Normal University, Taiwan

**Secretary** Dr. Quek Chwee Geok

Ministry of Education, Singapore

**Treasurer** Professor Ugur Sak

Anadolu University, Turkey

**Executive Committee Member** Dr. Jae Yup Jung

University of New South Wales, Australia

**Executive Committee Member** Dr. Mantak Yuen

The University of Hong Kong, Hong Kong China

Since the pandemic, their term of office has been extended to 2022.

## APFG Delegates 2018 to 2022

Country/Region	Delegates
Australia	Jae Jung
Canada	Andree Therrien Lannie Kanevsky
Hong Kong China	Mantak Yuen Tai Kai Ng Ricci Fong Joe Tsui
India	Paromita Roy
Indonesia	Evy Tjahjono Fitriania Lubis
Japan	Manabu Sumida
Mexico	Pedro Sanchez Escohedo
South Korea	Kyungbin Park Ryuji Young Jaeho Lee Euin Shin Moon
Singapore	Quek Chwee Geok Letchmi Ponnusamy
Taiwan	Kuo Ching Chich Wu Shu-Min Tsai Ming-Fu Yu Hsiao-Ping
Thailand	Usanee Anuruthwong Vararom Pachimsawat Chotima Nooprick
Turkey	Ugur Sak Sule Gucyeter Ibrahim Tasdemin

The above delegates were approved on August 22, 2018 for a two-year term from 2018 to 2020.

Their term of office has been extended to 2022 as there was no general meeting of members due to the pandemic.





# Meetings and Conferences in Brief

## 17th Asia-Pacific Conference on Giftedness (APCG)

7–10 July 2022, Taipei

[https://www.apcgtaipei2022.org/static\\_page.php?page\\_id=20](https://www.apcgtaipei2022.org/static_page.php?page_id=20)

## 18th International Conference European Council for High Ability (ECHA)

31 August –3 September 2022, The Hague

<https://echa2022.org/>

## 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. Quek Chwee Geok** ([Quek\\_Chwee\\_Geok@moe.gov.sg](mailto:Quek_Chwee_Geok@moe.gov.sg)), our secretary who will update memberships, and **Professor Ugur Sak** ([ugursak@gmail.com](mailto:ugursak@gmail.com)), our treasurer who will prepare the receipts to be issued when payment is made.

By joining the APFG you will benefit from:

- a newsletter
- opportunities to expand your expertise and broaden your horizons
- preferential member rates for a biennial APFG conference comprising keynote speeches, parallel presentations and workshops
- a voice within the organization



## Contacting APFG

President **Dr. Usanee Anuruthwong**

Asia-Pacific Federation on Giftedness

c/o Association for Developing Human Potentials and Giftedness, Thailand

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