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NURTURING TALENTS

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Canada is a bilingual country. The majority of provinces are English speakers, with the exception of Quebec whose official language is French. There are however, several Francophone minority communities in each province. In 2020, Thora Bajard took an interest in gifted children of these minorities and published an article: *Giftedness in Canada's Minority Francophone Communities*. I quote from her research:

"One concern is clearly that brilliant young Francophones may leave their Francophone school and enter the English system because of a shortage of resources and [a lack of adequate] stimulation. The survey also showed that when gifted students leave Francophone schools to take English-language enrichment programs, this most often occurs in high school, either in Grade 9 or 10... Special attention needs to be paid to identifying and educating gifted and talented young people who live in minority Francophone communities".

Quebec: Previously neglected by the school system in Quebec, gifted and talented students can now benefit from new financial resources. In 2020, for the first time in 30 years, Quebec's Ministry of Education released \$9.6 million per year until 2024 to help these students in the public-school sector. These funds are allocated to employ and support academic consultants. In addition, several universities in Quebec have begun research projects in the gifted field, and several training courses are now provided to professionals.

Some private schools have also offered gifted education programs in recent years. In my region, l'Académie Ste-Thérèse offers students with high potential a school structure that allows them to follow both an accelerated curriculum and an enriched program. This enables gifted and talented learners to experience extensive training in the sciences and humanities. Providing both regular teaching and alternative pedagogical strategies, the young people in this program meet peers their own age and have opportunities to interact with other young people with the same high potential. This approach does not reduce giftedness simply to high intelligence but is based on the idea of 'multiple potentialities' and 'many possible talents.' The students are helped to identify and develop their strengths so that their potential can be reached.

Ontario: The Association for Bright Children of Ontario provides a resource titled *Developing Individual Education Plans for Gifted Students*. This provides schools with recommended practices related to programming for these students. The IEP summarizes the plan of action for meeting identified needs, and includes relevant background and diagnostic information. The chief objective is for gifted students to encounter new learning, rather than remediation of weaker areas of performance.

New-Brunswick: In 2020, the Anglophone West School District elaborated the *Policy no. asd-w-350-1. Identification of gifted and/or talented learners*. This district is committed to a clearly articulated process for identification of gifted and talented learners, including those who are 'twice exceptional' (e.g., high achieving but with a literacy or numeracy problem). It is recommended that procedures used to identify gifted and talented learners needs to be multidimensional rather than based on a single measure of intelligence or the results from a single test. The identification process should consider skills in learning, motivation, creativity and productive thinking, leadership, visual and performing arts, kinesthetics, planning and study, and communication.

Further information on Gifted Education in Canada:

ABC Association for Bright Children of Ontario. <https://www.abcontario.ca/>

Anglophone Western School District (2020). Policy No.ASD-W-350-1.Identification of gifted and/or talented learners. <http://web1.nbed.nb.ca/sites/ASD-W/Policies/Documents/300%20-%20Educational%20Services/ASD-W-350-1%20-%20Identification%20of%20Gifted%20and%20Talented%20Learners.pdf>

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Impressions of India's Talented STEM Awardees: An Exploration into their Odyssey of Selection and Nurture

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Jagadis Bose is India's first talent search institution and is named after India's first modern scientist Sir Jagadish Chandra Bose. Since 1959, the institution has offered the Jagadis Bose National Science Talent Search (JBNSTS), a program for identifying and nurturing high school students and undergraduates in STEM. The award entails monthly scholarship support, annual book grants, and participation in all JBNSTS programs.

The talent search program is designed on the lines of Westinghouse Science Talent Search Program in USA (currently renamed as Regeneron Science Talent Search). The various courses offered for high ability science students involved in JBNSTS aim to cater for their intellectual needs and provide a platform for enriched learning and peer interactions with like-minded people. The overall purpose of the program is to nurture individuals who will contribute later to nation building and global science and technology.

Impressions of India's Talented STEM Awardees: An Exploration into their Odyssey of Selection and Nurture

The JBNSTS program has evolved gradually, aligning itself with changing individual and societal expectations and national interests. Enrichment has been a key component of the talent development program, and this is implemented through tours to centres of scientific excellence, interacting and working with eminent scientists, technologists, and physicians. Students also participate in individual and group research projects, and there is domain-specific mentorship available to scholars. Further, students' needs are supported by platforms for professional and personal counselling. Educational opportunities such as this program with a STEM focus have been found to predict notable STEM accomplishments later (Wai et al., 2010).

This article highlights some findings and insights from a study conducted by Roy and Mishra (2021). The study implemented a generational comparison of JBNSTS awardees from 1961 to 2010 (50 years), covering their experiences related to their selection for and participation in the talent development program, and their subsequent impressions of the nurture program.

Responses from students were sorted into 5 categories: (i) selection procedure (ii) experience (iii) academic exposure (iv) mentorship (v) psychological gains. These awardees recalled the satisfaction, challenge, and rich problem-solving experience of the scientific creativity test. The test for them, felt like a real-world research experience, kindling their research interest, and providing a unique method for determining creativity. Many awardees were of the opinion that this component was still the best evaluation mechanism for assessing their research potential, rooted in creative thinking as opposed to rote learning, and something they had not encountered before. For many, the test was etched in their minds as an enormously interesting memory that provided great academic satisfaction. Some of their reactions are reflected in the quotes, "[I had] never encountered a test with a single problem, numerous resources and an entire day to solve it;" ". . . one of the best experiences of my life . . . felt like a scientist working deeply on a problem if only for just 24 hours;" "unveiled new vistas of open book open-ended questions;" ". . . an experience worth passing on to our grandchildren."

Impressions of India's Talented STEM Awardees: An Exploration into their Odyssey of Selection and Nurture

The JBNSTS experience during their tenure as a scholar for 4-5 years was rated extremely highly across the generations, with numerous expressions of how it facilitated cultivation of scientific attitudes, early financial independence, interest in interdisciplinary science, and lifelong friendships with peers. Through this experience respondents began valuing research, exploring scientific depths, goal-oriented behaviour, networking, and collaborating with brilliant people. Qualities honed during and after being awarded the JBNSTS scholarship include innovation and lateral thinking, shaping scientific views, enhancing world perspective, early hands-on research experience, learning to propose new ideas, and overcoming domain stereotypes. The experience provided them platforms for many “firsts”— like their first scientific talk, their first lab visit, their first meet with an eminent scientist, first educational tour and summer internship, resulting in considerable formative influence. Respondents remarked that the JBNSTS program “encouraged creativity, innovation and thinking out of the box.” “It is an affirmation of the intellectual promise exhibited, reaffirmation of desire to pursue research . . . realized importance of talent in core experimental work;” “spurred me beyond curriculum and course . . . helped me break free ...;” “kindled the early sparks for academics . . . propelling me forward;” “... helped understanding the principles and philosophies of various scientific disciplines.”

The academic programs of JBNSTS include enrichment activities such as individual and group projects, presenting scientific talks and formal interactions with domain experts. The projects and presentations facilitated deep passion in preferred domains, accentuating research abilities previously unaware of opting for fundamental research, and understanding the nuances behind scientific problem formulation. The educational tours proved to be illuminating, inspiring, aspirational, valuable exposure, insightful, a doorway to research-oriented thinking, and first-hand interactions with active researchers. In their voices: “Helped me pinpoint on doing medical research as against a professional career . . . immensely satisfied;” “First exposure to high-powered scientific research . . . drew me to theoretical physics as my calling;” “Exposure to real and tangible interdisciplinary research is what I carry from JBNSTS, even to this day . . .”

Mentoring, according to Freeman (2001), provides educational help in discovering high-level potential, aiding holistic development, and helping mentees to think independently. Watve (2013) in her study found differences in academic and social factors between intellectually gifted children receiving enriched educational programs with mentoring as against those without the same active mentor-mentee relationships. JBNSTS mentorship came in the form of meeting and collaborating with eminent personalities who provided direction, academic support, and positive influence of

Impressions of India's Talented STEM Awardees: An Exploration into their Odyssey of Selection and Nurture

the unifying community of senior scholars. Some of respondents' statements on mentoring issues were: "... deeply inspired me towards Genomics ... for the first time I found a role model;" "JBNSTS was an unquantifiable influence and motivator;" "some talks at JBNSTS programs were so good that I remember them more than 30 years down the line;" "provided me a safe space to bounce off ideas, discuss aspirations and share insecurities of a student in STEM."

Psychological gains for the cohort were revealed through many comments, which included strong feelings of belongingness, improved work ethics, gaining respect, fulfilment, empowerment, and self-validation. Respondents reported gains in intellectual maturity and self-confidence for out-of-the-box thinking, developing a growth mindset and nurturing mutual respect for peer brilliance and academic camaraderie. One respondent said, "JBNSTS gave me self-confidence stemming from financial independence ... for telling me that I was not alone to take pleasure in learning." Another said, "... yours is one of the nooks where I stopped and warmed my hands for a couple of minutes ... yours I would count among the few I choose not to forget."

This study by Roy and Mishra (2021) underscores the critical role talent development models play in enriching the lives and career trajectories of talented students in any domain. It was successful in mapping career, domain, education, and experiences of scholars, which in turn revealed influences that shaped their trajectories over time. India, with the highest percentage of youth in the world, needs its policy-makers to focus on talent development through programs like JBNSTS addressing their issues and supporting their academic aspirations.

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Phoenix International Research And When I Grew Up?

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We would like to invite you to join our research team to study the socio-emotional characteristics of gifted/high-ability adults.

Considering the enthusiasm that this project arouses, we decided to open it to other researchers. The project started with a few countries, but now we have about 13 involved. Team members so far are part of various international gifted organizations and universities.

This invitation to collect data is extended to teachers, researchers, practitioners, and university/college students investigating giftedness.

A self-report questionnaire (anonymous and confidential) was developed by an international team of researchers led by Dr. Susana Graciela Pérez Barrera, Director of the High Ability/Giftedness Research Team (GIAHSD) at the School of Educational Sciences of Universidad de la Empresa (UDE), Montevideo, Uruguay. The questionnaire seeks to obtain data related to the identification process for giftedness, and how adults experienced it. In the different

countries we intend to better understand the attitudes and feelings of adults who have already been identified as gifted or are still in the identification process. We believe this research will help the community to recognize and value the large population of people with gifts and talents worldwide. It may also will help to refine identification procedures in the future.

In each country where data collection is conducted, the researcher is responsible for explaining the purpose of the study, collecting the data, and answering possible questions that participants may have. The participants are first invited to read the Informed Consent Terms that guarantee compliance with internationally recognized ethics standards, and then answer the questions in the most honest and sincere way.

Phoenix International Research And When I Grew Up?

Minimum number of participants by country/
region : 3

Questionnaire (online survey): approximately
40 questions.

Completion time: 15-20 minutes.

Tasks: If you volunteer to collect data and
your first language is not English you will
need to translate the questionnaire into the
language of your country, send out and
receive back the questionnaires, compile
results, participate in Zoom meetings, and (if
you wish) present the national results in
various international/national conferences as
part of a team.

If you have access to gifted adults and you
are interested in participating, please contact
Dr. Susana Perez Barrera at
sperezbarrera@ude.edu.uy or Andrée
Therrien at ataclinique@hotmail.com and
add a phone number to join the group on
WhatsApp.

Questionnaires will be sent from March 15
through April 30 2023.

For the moment, we have no funds, and our
work is completely voluntary.

Thank you for your interest.

The Phoenix International Research Team



Report on the 17th Asia-Pacific Conference on Giftedness (APCG) Embracing Diversity, Blooming Talents

CHING-CHIH KUO, PHD

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Chair, Organizing Committee, The 17th Asia-Pacific Conference on Giftedness
President, Asia-Pacific Federation on Giftedness
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The 17th Asia-Pacific Conference on Giftedness (APCG) was a biennial event in the summer of 2022. The conference took place from July 7th to 10th and attracted nearly 1000 guests, scholars, teachers, and students from around the world to participate. APCG provided opportunities to contribute to the global conversation about the education of students who are gifted and talented.

Every two years the conference is held at different location and brings together hundreds of members and attendees, and provides numerous presentations covering the latest trends in the education of gifted and talented students. It had been 16 years since Taiwan last hosted the 9th APCG conference in 2006, so we were delighted and honored to organize the event again. This year the conference adopted the theme “Embracing Diversity, Blooming Talents”.



Opening Ceremony of the 17th APCG



(From left to right) Mr. Chien-chi Chu,
Prof. Ching-Chih Kuo,
and Section Chief of K12EA,
MOE Mr. Hsun-Min Wang

While the Covid-19 pandemic spread around the world, we faced increased challenges during the preparation of the conference. Eventually, the 17th APCG was a hybrid conference, with virtual (on line) participants and those who could attend in person. The venue was the National Taiwan Normal University (NTNU), Taipei, Taiwan, plus the online Cisco Webex platform. Even though the Co-vid situation created the need for a hybrid conference, all aspects were completed successfully.

Report on the 17th Asia-Pacific Conference on Giftedness (APCG) Embracing Diversity, Blooming Talents

Thanks to Asia-Pacific Federation on Giftedness (APFG), K-12 Education Administration of Ministry of Education (Taiwan), National Taiwan Normal University and our honorable speakers. Our thanks also to those who provided poster presentations. We are grateful to all presenters for their willing support for the international conference during this very hard time. Special thanks also to Dr. Tyler Clark from The World Council for Gifted and Talented Children who did so much to encourage participants from more countries and regions to join us; and to Dr. Julia Roberts from Western Kentucky University for being the chairperson of the keynote speech delivered by Professor Del Siegle.



(From left to right)
Chairperson Dr. Julia Roberts
and keynote speaker Prof. Del Siegle



(From top to bottom)
keynote speaker Prof. Margaret Sutherland
and Chairperson Prof. Manabu Sumida

During the 4-day conference we had 11 keynote speeches, 3 symposia, 1 workshop, 100 oral presentations, and 34 poster presentations. All these addressed the current status of gifted education. Participants came from 40 countries and regions to join us: Armenia, Australia, Austria, Bahrain, Brazil, Canada, China, Croatia, Germany, Hong Kong, Hungary, India, Indonesia, Iran, Ireland, Israel, Japan, Macao, Malaysia, Mexico, the Netherlands, New Zealand, Niger, Norway, the Philippines, Romania, the Russia Federation, Saudi Arabia, Singapore, South Korea, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, Ukraine, the United Arab Emirates, the United Kingdom and the United States.

On the first day, the opening ceremony started with the brilliant piano and violin performances by Gavin Chen and Emily Tsai—young twice-exceptional and talented musicians. This was followed by Political Deputy Minister of Ministry of Education Ching-Hua Tsai, President of National Taiwan Normal University Cheng-Chih Wu, and President of the Asia-Pacific Federation on Giftedness (APFG) Usanee Anuruthwong who gave the congratulatory address and opening remarks, wishing everyone a successful, rewarding and fruitful experience during the conference.



Political Deputy Minister of
MOE Mr. Ching-Hua Tsai
giving the congratulatory address

Report on the 17th Asia-Pacific Conference on Giftedness (APCG) Embracing Diversity, Blooming Talents



President Prof. Cheng-Chih Wu
giving the opening remarks



Dr. Usanee Anuruthwong
giving the opening remarks



Symposium 3 by Dr. Mantak Yuen,
Dr. Jae Yup Jared Jung,
and Dr. Serene Chan

The 17th APCG was honored to have outstanding and professional speakers to share with us different ideas focusing on the current educational field for the gifted and talented. Live stream recordings of keynote speeches by Prof. Del Siegle, Dr. Lisa Sigafoos, Prof. Robert Sternberg, Prof. Jonathan Plucker, Asst. Prof. Apichart Pholprasert, Prof Margaret Sutherland, Prof. Joseph Renzulli, Prof. Uğur Sak, Prof. Albert Ziegler, Prof. Wing-Huen Ip, symposia sessions by Dr. Usanee Anuruthwong, Prof. Jan Burns, Prof. Ching-Chih Kuo, Dr. Pei-Ying Lin, Dr. Mantak Yuen, Dr. Jae Yup Jared Jung, and workshop session by Dr. Tobias Schüttler. Most of these contributions can be found on the APCG's Channel at <https://reurl.cc/eOYe1Q>.

The verdict is that everyone who attended was happy to be able to meet old and new friends, and share the results of research and practice on the theme of “Embracing Diversity, Blooming Talents.” We hope to see everyone again at the 2024 APCG conference, 17-20 August in Japan.



(From left to right)
Asst. Prof. Apichart Pholprasert,
Prof. Ching-Chih Kuo,
Section Chief of K12EA,
MOE Mr. Hsun-Min Wang,
and Emeritus Prof. Wu-Tien Wu



THE EXECUTIVE COMMITTEE 2022-2024

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 July 8, 2022 for a two-year term from 2022 to 2024:

PRESIDENT Professor Ching-Chih Kuo
National Taiwan Normal University, Taiwan

IMMEDIATE PAST PRESIDENT Dr. Usanee Anuruthwong
Association for Developing Human Potentials and Giftedness, Thailand

VICE-PRESIDENT Dr. Mantak Yuen
The University of Hong Kong, Hong Kong China

SECRETARY Dr. Quek Chwee Geok
Ministry of Education, Singapore

TREASURER Professor Kyungbin Park
Gachon University, South Korea

EXECUTIVE COMMITTEE MEMBER Dr. Jae Yup Jared Jung
The University of New South Wales, Australia

EXECUTIVE COMMITTEE MEMBER Professor Manabu Sumida
Ehime University, Japan

APFG DELEGATES 2022 TO 2024

COUNTRY/REGION	DELEGATES
AUSTRALIA	Jae Yup Jared Jung Victoria Poulos Rebecca Napier Amanda Harper
CANADA	Andree Therrien
HONG KONG CHINA	Mantak Yuen Ricci Fong Serene Chan Joe Tsui
INDIA	Paromita Roy
INDONESIA	Fitriana Lubis
JAPAN	Manabu Sumida Erkki T Lassila
SOUTH KOREA	Kyungbin Park Ryu Jiyoung Jaeho Lee Kim, Jiseon
SINGAPORE	Quek Chwee Geok Letchmi Ponnusamy
TAIWAN	Ching Chich Kuo Hsiao-Ping Yu Tsai Ming-Fu Chien-Hong Yu
THAILAND	Usanee Anuruthwong Apichart Pholprasert Arunee Viriyachitra Vararom Pachimsawat
TURKEY	Ugur Sak Ibrahim Tasdemin Sule Gucyeter

The above delegates were approved on July 8, 2022 for a two-year term from 2022 to 2024.

MEETINGS AND CONFERENCES IN BRIEF

2023 Virtual World Conference

5-6, 12-13 August 2023

<https://world-gifted.org/Conferences/wcgtc23/>

18th Asia-Pacific Conference on Giftedness (APCG)

17-20 August 2024, Takamatsu, Japan

19th ECHA Conference

28-31 August, 2024. Thessaloniki, Greece

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), our secretary who will update memberships, and **Professor Kyungbin Park** (kbpark@gachon.ac.kr), 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, Professor Ching-Chih Kuo

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**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	Position	<input type="checkbox"/> Professor	<input type="checkbox"/> Assoc. Professor	<input type="checkbox"/> Assist. Professor
<input type="checkbox"/> Lecturer	<input type="checkbox"/> Lecturer	<input type="checkbox"/> Researcher	<input type="checkbox"/> Principal	<input type="checkbox"/> Teacher
<input type="checkbox"/> Administer	<input type="checkbox"/> Administer	<input type="checkbox"/> Coordinator	<input type="checkbox"/> Consultant	<input type="checkbox"/> Counselor
<input type="checkbox"/> Student	<input type="checkbox"/> Student	<input type="checkbox"/> Assistant	<input type="checkbox"/> Others: _____	

Membership: ☐ New ☐ Renewal☐ 2 year- individual (USD 40.00) **2022–2024**☐ 4 year- individual (USD 80.00) **2022–2026**

Signature of Applicant	Date

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