World Talent Conference (WTC 2026)
26–30 October 2026 | Kisumu, Kenya
Hosted by The African Talent University (TATU)

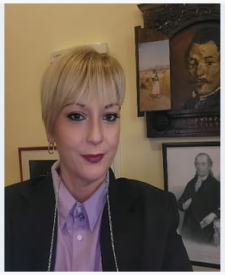



# CONTRIBUTION TO THE AFFIRMATION OF GIFTEDNESS: AN INSTITUTIONAL MODEL OF GIFTED SUPPORT

Presentation prepared by:
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# CONTRIBUTION TO THE AFFIRMATION OF GIFTEDNESS: AN INSTITUTIONAL MODEL OF GIFTED SUPPORT – AN EXAMPLE FROM SERBIA

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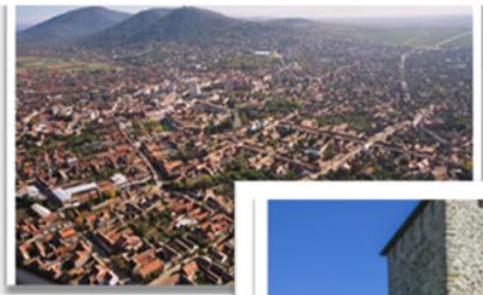
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Jasmina Stolić Pivnički, PhD, Professor of Vocational Studies













# ABOUT US

- Where Are We Located? Europe → Southeastern Europe → Serbia → Vojvodina → Vršac. Vršac is located in northeastern Serbia, near the Romanian border, approximately 85 km from Belgrade, the capital of Serbia.
- In Vršac, a teacher training school was founded in 1854. It became a Pedagogy Academy in 1973, a College in 1993, and a Higher Education Institution in 2007.
- The institution provides Bachelor studies in *Preschool Teaching* and *Medical Nursing*, and Master studies in *Preschool Teaching*.
- Today, instruction is delivered in three languages – Serbian, Romanian and Romani.
- The College is a European Talent Point, and a winner of the Great Gold Medal for High Quality Education.



QR codes for the Preschool Teacher Training and Medical College in Vršac website and publication

*Greetings from Vršac!*

# Context, Theoretical Impulses and Methodological Approach

Context: Giftedness development depends on individual potential and supportive educational, social, and cultural environments.

Institutional focus: The Round Table on Giftedness in Vršac (1995–2026) as an example of long-term scientific dialogue and interconnected institutional activities.

Theoretical impulses: Developmental and systemic perspectives on giftedness and talent development (Subotnik et al., 2011; Ziegler & Stoeger, 2017, 2019; Baccassino & Pinnelli, 2023); organisational learning and communities of practice (Senge, 1990; Wenger, 1998); sustainability of educational change and collaborative professional learning (Coburn, 2003; Garet et al., 2001; Ventista & Brown, 2023).

Aim: To identify developmental principles and institutional components relevant to the continuity and sustainability of institutional support for giftedness.

Methodological approach: Descriptive-analytical approach and retrospective analysis of institutional documents, using quantitative indicators and qualitative testimonies.

Main source: 30 Years on Giftedness (Gojkov et al., 2024), supplemented by conference and institutional documentation.

Scope and limitations: Conceptual reconstruction of documented institutional experience, not an empirically validated model.

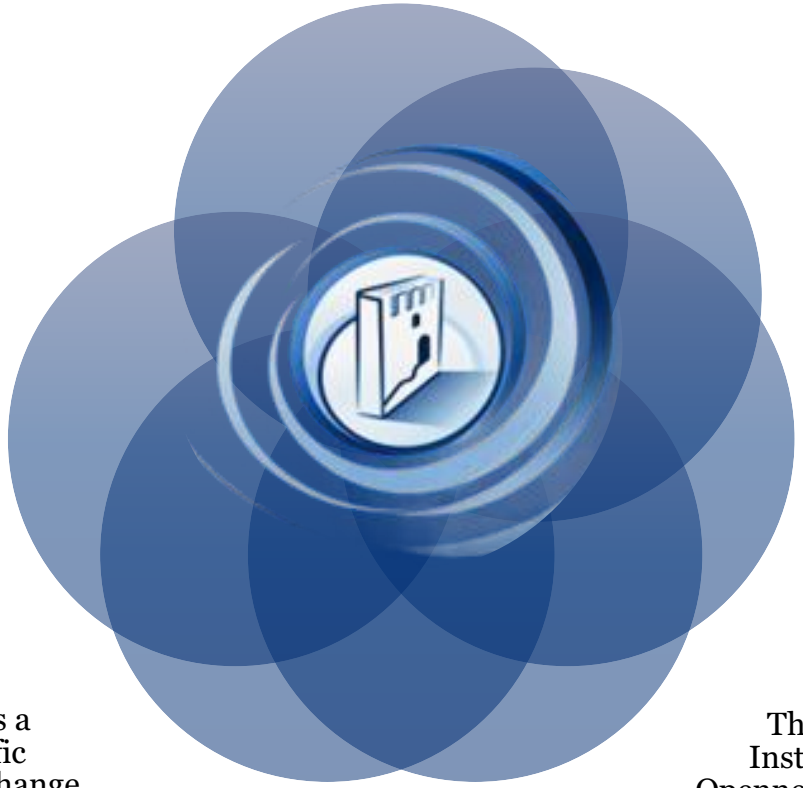


# The Round Table on Giftedness in Vršac: Development and Key Characteristics

Scientific Initiative and the Launch of the Meeting in 1995: Connecting scientific and pedagogical work; interdisciplinary orientation towards giftedness at preschool and early school age.

Gradual Internationalisation and Development of the Co-organisational Network: Organisational cooperation documented since 1999; the 14th Round Table (2008) as an important turning point.

Thematic Evolution and Engagement with Contemporary Scientific Trends: From early identification and creativity to metacognition, self-regulation, artificial intelligence, and ICT.



Continuity in Crisis and Changing Circumstances: Preservation of scientific continuity and publishing activities; institutional resilience and adaptability.

Institutional Learning Culture and Intergenerational Continuity: Preservation and transfer of knowledge, organisational experience, and shared professional values.

The Round-Table Format as a Distinctive Form of Scientific Communication: Dialogue, exchange of views, interdisciplinary discussion, and connections between research and educational practice.

The Hybrid Format as an Instrument of International Openness: Expanded opportunities for participation and international scientific exchange.




# The Round Table from the Perspective of its Participants: *Continuity, Interdisciplinarity, International Openness, a Collaborative Atmosphere…*

# Institutional Outcomes of Scientific Dialogue on Giftedness and Related Activities

Scientific publishing: Anniversary monograph *30 Years on Giftedness* (2024); international scientific journal *Research in Pedagogy*, published since 2011 etc.

Formal curriculum: Courses Early Identification of Giftedness and Giftedness at Preschool Age.

Professional development: Programmes addressing identification of gifted children, mentoring, creative learning, self-regulation, and educational practice.

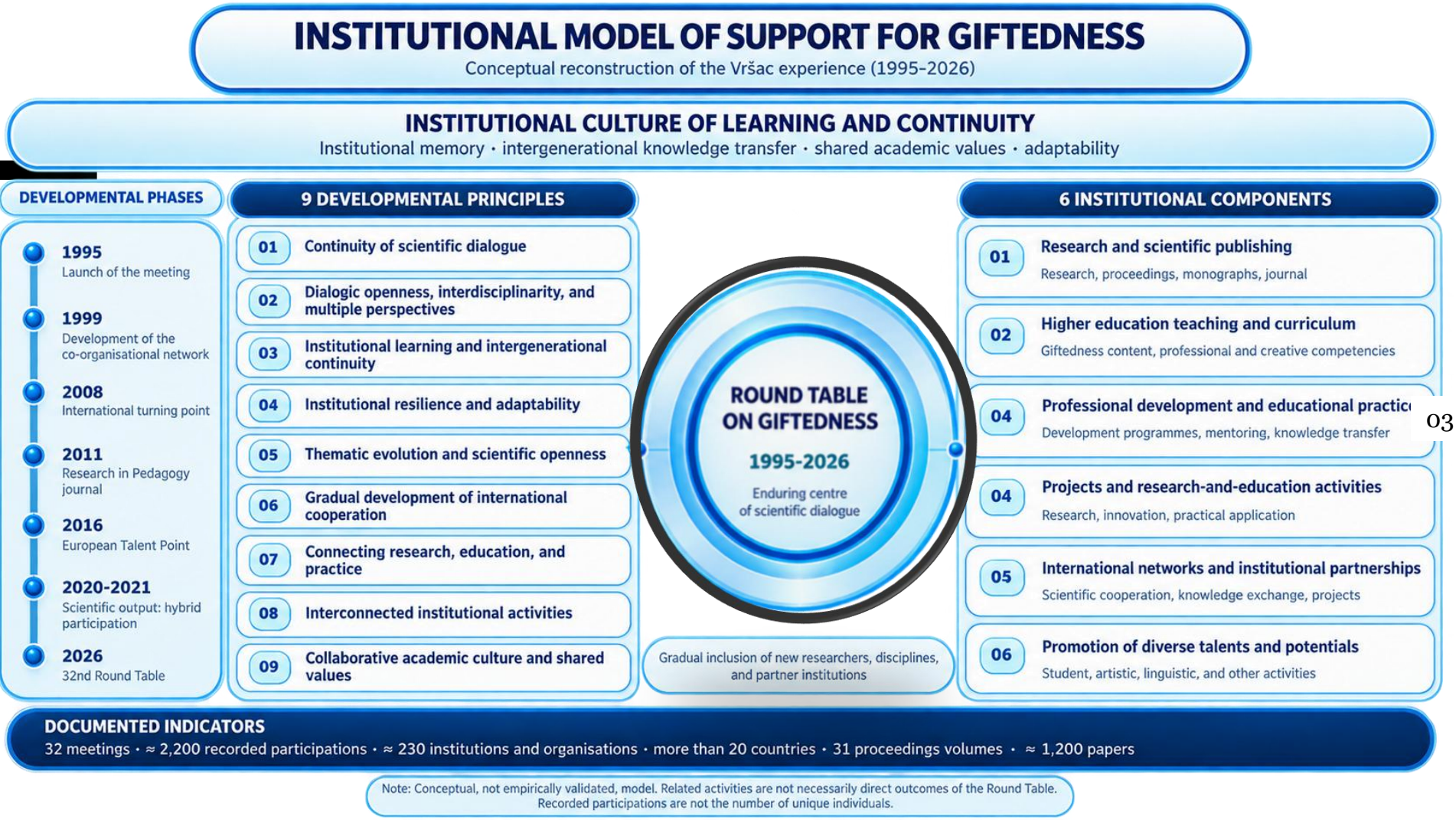
Projects and research activities: International projects, research-and-education activities, and practical application of scientific knowledge.

Student creativity and multilingual education: Artistic and creative activities; preschool teacher education in Serbian, Romanian, and Romani.

International networks: European Talent Point status within the European Talent Support Network since 2016.

Scientific output: 32 Round Tables; approximately 2,200 recorded instances of participation from around 230 institutions and organisations in more than 20 countries across several continents; approximately 1,200 papers in 31 proceedings volumes.






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- Conceptual reconstruction of documented long-term institutional experience.
- Nine interrelated developmental principles and six institutional components.
  - Continuity of scientific dialogue, institutional learning, and intergenerational knowledge transfer.
  - Interconnected scientific, educational, and professional activities.
- A conceptual framework, not an empirically validated universal solution.

# Core Developmental Principles of the Model

1. Continuity of Scientific Dialogue as a Foundation for Long-Term Development
2. Dialogical Openness, Interdisciplinarity, and Multiple Perspectives
3. Institutional Learning and Intergenerational Continuity
4. Institutional Resilience and Adaptability
5. Thematic Evolution and Openness to Contemporary Scientific Developments
6. Gradual Development of International Cooperation and Scientific Networks
7. Integration of Scientific Research, Education, and Professional Practice
8. Interconnectedness of Institutional Activities
9. Collaborative Academic Culture and Shared Values

These principles are neither independent elements nor successive stages of development. Their value arises from their interaction.



# Institutional Components of the Model



**1 Scientific research and publishing activity**

Research, proceedings, monographs, manuals, and *Research in Pedagogy*.

**2 Higher education teaching and the curriculum**

Giftedness-related content and professional, research, and creative competencies.

**3 Professional development and educational practice**

Professional development programmes, mentoring, and application of scientific knowledge.

**4 Projects and research-and-education activities**

Research, professional development, educational innovation, and practical application.

**5 International networks and institutional partnerships**

Scientific cooperation, knowledge exchange, and joint projects.

**6 Promotion of different talents and potentials**

Educational, student, artistic, linguistic, and other activities.

The components are interconnected; not all originated directly from the Round Table.

# The Central Metaphor and Conceptual Structure of the Model

**THE ROUND TABLE IS AN ENDURING CENTRE OF SCIENTIFIC DIALOGUE AND THE LIVING CORE OF AN INSTITUTIONAL ECOSYSTEM.**

## Symbolic Meaning

- **The circle:** Continuity, openness, multiple perspectives, mutual respect, and intergenerational renewal.
- **The table:** An enduring institutional framework for scientific encounters and dialogue.
- **The College:** A learning organisation that preserves, transfers, and develops knowledge, organisational experience, and shared professional values.



## Three Interconnected Levels

1. **Continuous scientific dialogue** – the central core.
2. **The College as a learning organisation** – the institutional foundation of continuity.
3. **Related scientific, educational, and professional activities** – elements of a broader institutional ecosystem.

**The metaphor explains continuity and change simultaneously: while individuals, generations, research themes, and forms of cooperation change, the shared space of scientific dialogue endures and gradually expands.**

*Thank you!*

# Contact information

## Preschool Teacher Training and Medical College in Vršac

Vršac, Autonomous Province of Vojvodina, Republic of Serbia

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Preschool Teacher Training and Medical College in Vršac

**County / Location**

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The main documentary source was Gojkov, G., Đorđev, I., Kelemen Milojević, L., Stolić Pivnički, J., & Prtljaga, S. (Eds.). (2024). *30 godina o darovitosti / 30 Years on Giftedness* (https://uskolavrsac.edu.rs/nauka/wp-content/uploads/2024/07/30_GODINA_O_DAROVITOSTI.pdf), supplemented by institutional documentation. The theoretical framework drew on Subotnik et al. (2011), Ziegler & Stoeger (2017), Ziegler et al. (2019), Baccassino & Pinnelli (2023), Senge (1990), Wenger (1998), Coburn (2003), Garet et al. (2001), and Ventista & Brown (2023). The project's visual identity (title slide) was inspired by a collage of proceedings covers by Nevena Čolakov, MA (*30 Years on Giftedness*, p. 138), and developed as a new visual composition. Photographs were sourced from the institutional website (https://www.uskolavrsac.edu.rs/) and the Round Table on Giftedness website (https://uskolavrsac.edu.rs/nauka/). OpenAI's ChatGPT (GPT-6, 13 and 15 October 2026) was used to assist with the visual design of selected slides.