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Submission for consideration: Preface for *Habilidades/Superdotação: talentos, criatividade e potencialidades* OR *Giftedness, talents, creativity and high potential*.

It is rare that something happens that impacts the entire world, yet as the chapters of this text were being written, schools are still reeling from the challenges brought on by a global pandemic, leaving waves of travel, health, educational, financial, and interpersonal ramifications in its wake. The world watched closely as scientists used their intellect and creativity to formulate vaccines and test them quickly to prevent further loss of life. Officials counted on creativity to make, store, and distribute vaccines, and inoculate populations. Businesses adapted their workforce and sometimes even their products to simply stay afloat during these times. Educational systems and schools, notoriously slow at adapting to change, were forced to make rapid and extensive adjustments to keep faculty, staff, and especially children, safe as the world shut down. Creativity, innovative thinking, and transformative problem solving continue to show itself as the most-needed commodities of the 21st century.

If you are reading this volume, you know that most educational institutions are stuck in 20th century thinking and ways of being. However, if you are reading this volume you are also interested in being a change agent through creativity, innovative thinking, and transformative problem solving. These skills and classroom practices boost the abilities of all students – but especially students who are identified as gifted and who show or are capable of showing high potential. The authors of this text, who also desire such change, stand alongside you from the United States, Spain, Portugal, and Brazil. It is not a localized desire for more creativity in schools, it is a global one.

The editors have compiled chapters on a wide variety of topics by some of the top international names in gifted education and creativity. If there is an author you do not know, you can be certain that they sit beside you and welcome you to the table of discussion about innovation, creativity, and students with high potential. Creativity is not just visual and performing arts, is also deeply connected to the content areas and can be used to deepen understanding and relationships in domains.

In these pages you will find chapters on educating in the content areas through art, assessment and program development for creativity, policy challenges in creating inclusive educational opportunities, and multiple chapters on specific and detailed models in talent development, engineering and design, enrichment, and a reflection on the development of giftedness. In addition, there is a chapter on teacher training for developing creativity to give teachers what they need to support gifted children in school programs.

This text adds to global understanding and knowledge of the finer connections between creativity and the field of gifted education. It provides teachers and administrators more tools for identification, service options, including art integration, diversity inclusion, and policy making. Now more than ever, there is a true need for educational institutions to model and encourage creativity, innovative thinking, and enrichment opportunities in supporting the needs of the gifted and students with high potential.