

# List of subjects to be included at the training of teachers who specializes in teaching gifted pupils June 2022

## General:

GATE is an Erasmus+ project (Project Ref. N°: 2021-1-LT01-KA220-SCH-000027713) aiming to enhance the competencies and skills of primary education teachers and mentors to help gifted and talented pupils (age 8-11 y.o) develop their full potential.

## Basic assumption:

1. The list aims for training teachers who already had preliminary teachers' certification and are now trained to become teachers for gifted pupils.
2. The list states the subjects but not presenting extent, significance and priorities.

## The gifted arena

Definitions of giftness and the gifted pupil.

Understanding giftness in all aspects: personality, way of thinking, difficulties and challenges.

Measuring, testing and identifying the gifted pupil.

Understanding testing methods and the way to use testing results to approach the gifted pupils.

The characteristics, behaviors and sociability of the gifted pupil along his maturation period.

The social infrastructure of the gifted pupil.

Characteristics of families the gifted pupil grows in.

The gifted pupil in terms of academic abilities, learning pace, learning difficulties?

The gifted pupil in terms of individual and social behaviors in various situations?

What is the image of the graduate we would like to see in terms of academy, behaviors and values

Cognition in all aspects.

The gifted classroom – understanding and applying.

## Pedagogy

The holistic-cognitive approach to teaching gifted pupils.

The social emotional approach to teaching gifted pupils.

The gifted classroom and a natural development arena.

The structure of a curriculum adequate for gifted pupils.

Building the skeleton for the curriculum.

Basic mechanism and approaches in gifted teaching and learning.

Matching teaching methods to subjects and listeners.

Learning and teaching strategies.

Understanding, matching and applying.

“Total failure“- Intentional encounter with learning difficulties for building ability and resilience.

Historic role play – becoming a gifted teacher

The dual glasses model for teaching in gifted classes.

Class orientation vs. individual pupil orientation.

Knowledge and information vs. skills and capabilities.

Models for mapping and the analysis of a lesson in gifted class

Creating a full pedagogic approach and program.

Liberated teaching while being demanding.

The class as a team – psycho-pedagogic approach.

Pupils as individuals. The gifted-teacher dialog.

Parallel processes – the gifted class and the teachers' community.

The gifted class teacher emotional needs.

Learning difficulties and the ways to asses it and deal with it.

Diversity, gender, immature sexuality, sexual vulnerability, sexual harassment and sexual assault.

Advanced learning techniques.

Working with parents and families of gifted pupils.

<b>Skills</b>
Decision-making skills, both self and within pupils.
Communication skills, both self and withing pupils.
Technological knowledge, knowhow and sources.
Various technologies used within classrooms.
Raising intellectual competence by exposure to art, literature and media.
Advanced teaching techniques.
Counselling skills.
Asking questions.
Time management.

<b>Emotions</b>
The social infrastructure of the gifted pupil.
Cognitive tools and defense mechanism
The gifted pupil in terms of individual and social behaviors.
Building emotional resilience among gifted pupils.
Crisis intervention within gifted pupils.
Support groups for teachers to enhance self-resilience.

Summarized and written by: Dr. Yehuda Hamovitz