

Project title: GATE - 2021-1-LT01-KA220-SCH-000027713

GOOD PRACTICES

1	Title	<i>Equal opportunities for talented students</i>
2	Country	<i>Bulgaria</i>
3	How is/was it promoted?	- as a part of a school curriculum
4	Context of implementation	<i>The context where the best practice was developed</i> <input type="checkbox"/> large city <input checked="" type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	The program "Equal Opportunities for Children with Talents" aims to support the students in their free time outside of school, stimulating the development and improvement of their natural talents, their harmony and integrity and to include them in various activities and types of social communities, thus achieving full utilization of the time, provoking and supporting the adolescents in the respective stage / degree of school education to develop their gifts.
6	Description	<p><i>A detailed description of the practice (500 words), describing:</i></p> <p>a. Content of the educational activities carried out (<i>what participants did/are doing</i>)</p> <p>The program "Equal Opportunities for Children with Talents" is aimed at improving the quality of the educational process through differentiated care for the personal development of children and students according to their individual educational needs. Each student acquires knowledge, skills and competences at different speeds and in different ways depending on their individual abilities and interests. In order to ensure optimal development, it is necessary to take into account the dynamics in the development of the ability to study individual subjects and on this basis to set additional goals of training and development related to correcting gaps in the knowledge or compensating for learning shortages and providing time for talent development.</p> <p>The school provides special care for gifted children, who are a "national treasure" and an indispensable resource for the development of the nation, communities and their individual members.</p> <p>Differentiated care for students should be aimed at compensating for problems leading to the accumulation of gaps in knowledge in several subjects and eventual falling behind. In order to increase the level of achievements in general education of junior high school students at the basic level it is necessary to provide additional opportunities for individual approach and work in small groups in accordance with the needs of students and the specifics of the subject. In parallel with providing additional training to overcome the difficulties of children and students in learning</p>

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		<p>the material, it is of particular importance and providing additional opportunities for talent development and preparation of students from all stages and levels of school education for their participation in competitions.</p> <p>The program includes three modules:</p> <ul style="list-style-type: none"> • Providing training for talented students to participate in student competitions; • Providing additional training to students to increase the level of their achievements in general education. <ol style="list-style-type: none"> 1. Module "Providing training for talented students to participate in student competitions" 2. Module "Providing additional training to students to increase the level of their achievements in general education" 3. Module "Providing additional opportunities and conditions for expression of children with creative talents in the field of music, fine arts, photography, applied arts (modeling, creating models of historical landmarks, decoupage, etc.) and sports. <p style="padding-left: 40px;">b. Main Steps (<i>what was the preparation, what activities the participants went through, what were the results</i>)</p> <p>The school ""encourages and supports children and young people with outstanding talents through:</p> <ol style="list-style-type: none"> 1. First, providing a basis for quality education, development of creative abilities and sports events. 2. Providing extracurricular activities during the school year; 3. Supporting the organization and participation of prominent children and youth in competitions, camps, Olympiads, etc. 4. Organizing educational, sports and cultural events, through which outstanding children and young people can demonstrate their knowledge and abilities; 5. Studying the desires and interests of children with outstanding talents and directing them to appropriate forms of leisure activities. <p style="padding-left: 40px;">c. Theories, on which the practice was based on</p> <p>The theory behind STEM education and extracurricular activities and its recent successor STEAM.</p>
7	Implementation choices	<p><i>Write a brief presentation of the best practice (max: 500 words) by referencing to:</i></p> <ol style="list-style-type: none"> a. Target groups: students from school "Kliment Ohridski", Aksakovo b. Other participants in the activity, besides the promoter and the target groups: the school in question c. Duration of a standard session/activity: standard lesson period or slots of one- or two-hours extracurricular activities d. Number of sessions/activities: throughout the school year e. Teaching methodology, if applicable <p>STEAM teaching methodology and inclusive education. Some further details:</p>

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	<p>1. Establishing a cultural and educational environment for inclusion. For the implementation of successful integrative education it is essential to optimally organize, design, create and maintain an adequate cultural and educational environment that not only provides emotional comfort to children and students, but also supports and stimulates their development. Cultural and educational environment is a complex concept that expresses the unity of culture and education as complementary aspects of social life. The optimal integrating educational environment is architecturally accessible and provided with specialized equipment and technical means.</p> <p>2. Engaging properly trained pedagogical specialists. In the diverse range of factors providing the integrative education, the attitude of the pedagogical specialists to the children and their readiness through complex and coordinated care to provide them with adequate support for development of their available potential and for overcoming their educational, psychological, social and physical difficulties is of major importance. Teachers need to find the most effective ways of positive communication and support, so that children with different abilities and ways of interaction and learning can be fully involved in the educational process, understand and participate. They should be able to change tasks and show flexibility when certain requirements are difficult for some children. A universally recognized advantage of inclusive education is that teachers are always challenged to be flexible, to look for non-standard solutions, to change plans, to take advantage of all the opportunities of the environment.</p> <p>3. Technologies for implementation of integrative education. For implementation of successful integrative education all pedagogical specialists should master and develop new strategies and specific technologies of pedagogical interaction, based on the humane-interpersonal, holistic, communicative-expressive and creative approach. Pedagogical interaction technologies, adequate for inclusive education, should at the same time reflect the invariance and diversity of the social and natural world and allow the necessary flexibility in their use, which should affect the forms, methods and means of teaching and enable participation. These technologies should actively integrate the use of a variety of activities and forms of activity for children, such as: role-playing games, speaking, listening, movement, singing, drawing, drama and staging, construction, viewing books and pictures, audio or video materials and computers, walks, etc. The pedagogical interaction centered on the child requires further expansion of the use of practical actions of children and students, based on their personal experience, to focus on their joint activities, as it gradually develops and enriches. Aids and technologies can also be crucial for the inclusion of children who do not know or do not speak the official language well.</p> <p>4. Cooperation with the family and the community. Education is inconceivable without the creation and strengthening of two-way sustainable ties between the educational institution and the family based on the common interest in the development of the child. It is well known that many families have to change schools or settlements to avoid exclusion, which is sometimes based on outdated legal documents, strategies, attitudes and prejudices, which are based on lack of resources and inaccessibility. Parents have been and continue to be an important driving force for inclusive education. They have the right to be informed, to participate actively, to be present, to always know what is happening to their children in kindergarten and</p>
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		<p>school and, when necessary, together with the teacher to support the children. The community is the best contributor to inclusion first in education and then in society. That is why promoting mutually supportive links between schools and communities is a valuable resource for promoting inclusive education. The coming changes in the Bulgarian education gradually and inevitably require it to be oriented towards the introduction of the idea of inclusion on a theoretical and practical level. At the present stage, this is related to active innovation activities, through which, in a spirit of cooperation and partnership between all participants and actors in the cultural and educational space, to ensure the successful inclusion of all children in a common educational environment.</p> <p>f. Type of assessment and tools used to identify the benefits/progress: observing the results of the students and the level of their inclusion as a part of the group of the class. Not reported.</p>
8	Materials	<i>STEAM related materials, provided via financing from the municipal programme</i>
9	Who runs the activity	<input type="checkbox"/> mentors <input type="checkbox"/> an organization/institution <input checked="" type="checkbox"/> a school <input type="checkbox"/> an informal group <input type="checkbox"/> an NGO <input type="checkbox"/> other: a municipality
10	Benefits and results	<p><i>(max: 500 words)</i></p> <p>a. The benefits of this best practice for the target groups The school “Kliment Ohridski”, creates an environment that allows each child to develop, learn and grow as a healthy, intellectually and morally constructed person, motivated according to their desires, abilities and priorities.</p> <p>b. Community/social impact The school considers gifted children a "national treasure" and an indispensable resource for the development of the nation, communities and their individual members.</p>
11	Relevance for the GATE Project	<p><i>(max: 500 words) (see index of methodological material)</i></p> <p>a. Did the practice use Socio-Emotional Learning and/or the STEAM approach? Yes, both</p> <p>b. Did the practice aim to increase the 21st Century Skills? Yes, it does encourage development of 21st century skills</p> <p>c. Was the practice following certain inclusive principles, such as Universal design for learning for example? Yes, since teachers are encouraged to provide multiple representation of the content, various reasons for the need for mastering the content and various possibilities for the children to express themselves.</p>
12	Website/E-mail /Other contact info +	Secondary school “Kliment Ohridski”, Aksakovo (2020). "Equal Opportunities for Children with Talents”



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	References, if any	https://souaksakovo.com/Library/DocumentsSchoolWork/Programi%20priobsht_o_brazovanie.pdf
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