

Project title: Teachers Training Programme to Support Gifted and Talented Students (GATE) –
2021-1-LT01-KA220-SCH-000027713

GOOD PRACTICES

1	Title	<i>Professional development of Lithuanian teachers in gifted education</i>
2	Country	Lithuania
3	How is/was it promoted?	Regional project
4	Context of implementation	<i>The context where the best practice was developed</i> X large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	To increase teachers' awareness on giftedness and improve their skills in gifted education
6	Description	<p>This program followed the first government-funded research project in gifted education, which took place in 2002. Kaunas University of Technology (KTU) and the Kaunas Teachers' Centre collaborated on the first pedagogical initiative in gifted education in Lithuania.</p> <p>The program included six seminars for teachers on the topic of gifted education and recognition of giftedness in pupils. The program focused on the multidimensionality of giftedness, which was described both as a general aspect of students' skills and as a characteristic linked to specific cognitive areas. In fact, it was designed to emphasize the precepts of the Renzulli Three-Ring Conception of Giftedness (1998) and the Enrichment Triad Model (1977), which was considered, at that time, the most reasonable model.</p> <p>In addition to the seminars, pre- and post-survey were administered to the participants, and results were compared using <i>Mind Mapping</i> and <i>NVivo</i> to code and analyze the data. Overall, 91% of the participants declared that their perception concerning the nature of giftedness was changed and that they now were able to identify more clearly a gifted learner.</p>
7	Implementation choices	<p>The program mainly targeted primary education teachers. Indirect beneficiaries of the activities were also schools and their students. In fact, after the implementation of this program, teachers were now able to carry out testing for the identification of gifted learners in their classes. This fact provided also specific benefits to the gifted learners, who, by being identified, was then able to benefit from more attention to satisfy their educational needs.</p> <p>The program took place through 6 seminars of 1 and a half, 2 hours each. As said above, the seminar topics were based on the most updated research of that time. It featured the "<i>Renzulli Three-Ring Conception of Giftedness Model</i>" (Renzulli, 1998), it introduced the "<i>Enrichment Triad</i>" (Renzulli, 1977) and "<i>Schoolwide Enrichment models</i>" (Renzulli & Reis, 1997), as the most useful application to differentiate the curriculum for all pupils, including the gifted. Importantly, the seminars also provided the opportunity to collaborate on creating a definition of giftedness that would be generally acceptable to teachers countrywide. The</p>

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project title: Teachers Training Programme to Support Gifted and Talented Students (GATE) –
2021-1-LT01-KA220-SCH-000027713

		<p>definition was the following: <i>“A gifted child or teenager who has higher than average intellectual (general and/or special) abilities, is creative, and differs from his peers (having the same school environment) in performing tasks in an original and productive way”.</i></p> <p>The results were assessed through self-assessment pre- and post-surveys.</p>
8	Materials	Handouts distributing during the seminars
9	Who runs the activity	<input type="checkbox"/> mentors <input type="checkbox"/> a school <input type="checkbox"/> an NGO <input checked="" type="checkbox"/> an organization/institution <input type="checkbox"/> an informal group <input type="checkbox"/> other
10	Benefits and results	The program increased teachers’ awareness and knowledge of the topic of giftedness, allowing them to become able to recognize giftedness in their students and administer specific lessons to them.
11	Relevance for the GATE Project	Although the practice did not make use of STEAM, UDL, SEL, or other methodologies related to the GATE project, it is a very interesting practice to analyze, since it provides a very good example of teachers’ training. The topics addressed and the theoretical foundations of the seminars would be an excellent starting point for the development of the “GATE R2: Teachers Training Programme”
12	Website/E-mail /Other contact info + References, if any	<i>Dr. Monita Leavitt & Prof. Dr. John Geake (2009) Giftedness Perceptions and Practices of Teachers in Lithuania, Gifted and Talented International, 24:2, 139-148, DOI: 10.1080/15332276.2009.11673536</i>