

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

Survey Research results made by The ton Vardi Center

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1. Basic Report Information

1.1. Partner Organization:

Ron Vardi School for Gifted and Talented Students is the leading Israeli educational institution for nurturing cognitive and creative excellence among school children and young adults.

As a Gifted and Talented School, our vision is to promote a culture in which excellence is the main value – personal, social and human excellence. We see our gifted students and our staff as scholastic, pedagogical and social leaders.

1.2. Period of research:

March to May 2022.

1.3. Number of questionnaires collected from teachers:

20 teachers were individually interviewed.

4 focus groups of 5 teachers each were held.

1.4. Number of questionnaires collected from educators and mentors:

The methodology. Due to formal restriction consisted with interviews and focus groups rather than questionnaires.

1.5. Reporting date:

June 2022

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2. Survey research methodology

2.1 The methodology contained to methods of collecting data:

20 teachers of gifted pupils were personally interviewed or submitted answers.

20 more teachers were part of 5 focus groups.

2.2 the teachers were asked to provide their view on two major questions:

2.2.1 What is the image of the gifted children teacher at the end of the first quarter of the 21st century, in terms of education, personality, character, approach, skills and abilities?

2.2.2 Referring to your answer to previous question what should be added to current education and training of teacher to comply with the image you presented?

3. Survey research results

3.1 The image of the gifted children teacher

3.1.1 The answer is divided v to 2 layers:

Pedagogy:

- ✓ Education and training in general.
- ✓ Professional skills and abilities presented in class.

Personality:

- ✓ Emotional resilience.
- ✓ Sympathy, empathy and care.

3.1.1.1 Pedagogy – education and training in general:

- ✓ Should hold a bachelor's degree, preferably master.
- ✓ Degree should be in a specific subject (Math, History etc.) as well as general education.
- ✓ Should work several years as a "regular" teacher in a "regular" class before specializing in gifted children, to allow observation and assessment.
- ✓ Should go through a thorough training to make the transformation from a teacher to a gifted teacher.
- ✓ Training should include guided practice to allow development as well as observation and evaluation.
- ✓ Should own a specific subject as an expert (math, geography, art etc.).

3.1.1.2 Pedagogy - Professional skills and abilities presented in class:

- ✓ Should be able to present a subject thoroughly, clearly and in an interesting way.
- ✓ Should be able to simplify and explain.
- ✓ Should motivated pupils to look for new and advanced learning materials and learning options and sources.
- ✓ Should use familiar with different and various teaching skills and techniques.
- ✓ Allow students to work at their own pace.
- ✓ Should work on learning skills like researching and questioning rather than on memory.

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- ✓ Should be able to assemble a firm but yet flexible curriculum that matches the pedagogic needs as well as the pupils' needs.
- ✓ Should prefer interactive teaching, either between the students and the teacher, or between the students themselves.
- ✓ Should teach in context of the real world outside the classroom.
- ✓ Should allow to discuss contemporary issues and encourage debate based on facts.
- ✓ Set high but reasonable expectation. Search for excellence.
- ✓ Encourage gifted students from other grade levels and schools to interact.
- ✓ Should promote extracurricular activities with an intellectual focus.
- ✓ Navigate pupils to set individual goals and strive to achieve them. Encourage learning from successes and failures.
- ✓ Encourage pupils to be curious and ambitious.
- ✓ Should provide learning tools to allow pupils pursue knowledge and skills in their own pace.

3.1.1.3 Personality - Emotional resilience:

- ✓ Should have a strong, mature and stable personality.
- ✓ Assertive but yet humble and tactful.
- ✓ Should be able to see the big picture.
- ✓ Should hold future orientation and curiosity.
- ✓ Should be able to change and not be intimidated from need to change especially in a more rapid pace.
- ✓ Should be able to admit inferiority and use it to excel.
- ✓ Should have the desire to self-learning and self-development.
- ✓ Should be able to cope rationally with failures and learn from mistake made.
- ✓ Possess a rational approach in handling sensitive situation and the ability to bridge over differences.
- ✓ Should be able to resolve conflicts and disputes in a way that learning can be done through the process.
- ✓ Intellectually open to new knowledge and skills, a strive to learn, introspective.
- ✓ Able to easily communicate with various level and sorts of people in terms of age, intelligence, gender, work positions, wealth, political views etc.
- ✓ Out of the box creative, innovative way of approaching issues and thinking.

3.1.1.4 Personality - Sympathy, empathy and care:

- ✓ Should hold attributes of good parents.
- ✓ Should be able to demonstrate sensitivity, attentiveness and concern.
- ✓ Should be able to understand others, encourage, and support them.
- ✓ Should be honest to himself and with others. Reliable and self-demanding before demanding others.
- ✓ Should be affectionate and sensitive to others.
- ✓ Self-respect and self-awareness.

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- ✓ Good sense of humour yet sensitive and not harmful.
- ✓ Enable developing direct and honest relationships.
- ✓ Sensitive to differences, difficulties and emotional distress. Able to offer empathy, comfort and counselling.
- ✓ Can sort self needs from others' needs.
- ✓ Use age differences for becoming a role model rather than misusing it in becoming authoritative and difficult.
- ✓ Care for pupils as if they are your own children and yet understanding the role and the position of the teacher.

3.2 What should be added to current education and training of teacher to comply with the image you presented?

- ✓ Put higher emphasis on understanding giftiness in all aspects: personality, way of thinking, difficulties and challenges.
- ✓ Put higher emphasis on understanding testing methods and the way to use testing results to approach the gifted children.
- ✓ Learn more about cognition in all aspects.
- ✓ Learn more on various learning difficulties and the ways to assess it and deal with it.
- ✓ Learn more about cognitive tools and defence mechanism.
- ✓ Enhance development of decision-making skills, both self and within pupils.
- ✓ Enhance development of communication skills, both self and withing pupils.
- ✓ Approach to widen technological knowledge, knowhow and sources.
- ✓ Learning more of using various technologies within the classroom.
- ✓ Raising intellectual competence by exposure to art, literature and media.
- ✓ Support groups for teachers to enhance resilience.
- ✓ Enhance subjects like diversity, gender, immature sexuality, sexual vulnerability, sexual harassment and sexual assault.
- ✓ Modern and advanced learning techniques.
- ✓ Modern and advanced teaching techniques.
- ✓ Enhance counselling skills.

4. Conclusions

GATE project is of significant importance in changing social concepts toward excellence, innovation and progress, The gifted pupils are the natural source of becoming the locomotive that will society toward this desired vision.

In order of achieving this desired vision the right system must be developed mainly the teachers and administrative stuff that should lead the gifted people to become what is expected of them – leaders, whether in science, art, high-tech, industry or even politics.

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The teachers that are selected for this important assignment should possess characteristics that will enable them to carry it on and deliver the desired results. The main branches of those characteristics are pedagogy and personality. The ability to perform professional pedagogic teaching as well as the ability to handle the somehow complicated personalities that goes along with being gifted.

The desire to have those top teachers calls on one hand for careful selection concerning pedagogy and personality and on the other hand a full state-of-the-art training that is carefully designed to bring success.

The training program should prepare the teachers to hold the pedagogic and emotional abilities that matches the needs of the second quarter of the 21st century, with the dramatic technological developments and needs of societies striving for progress and success.