

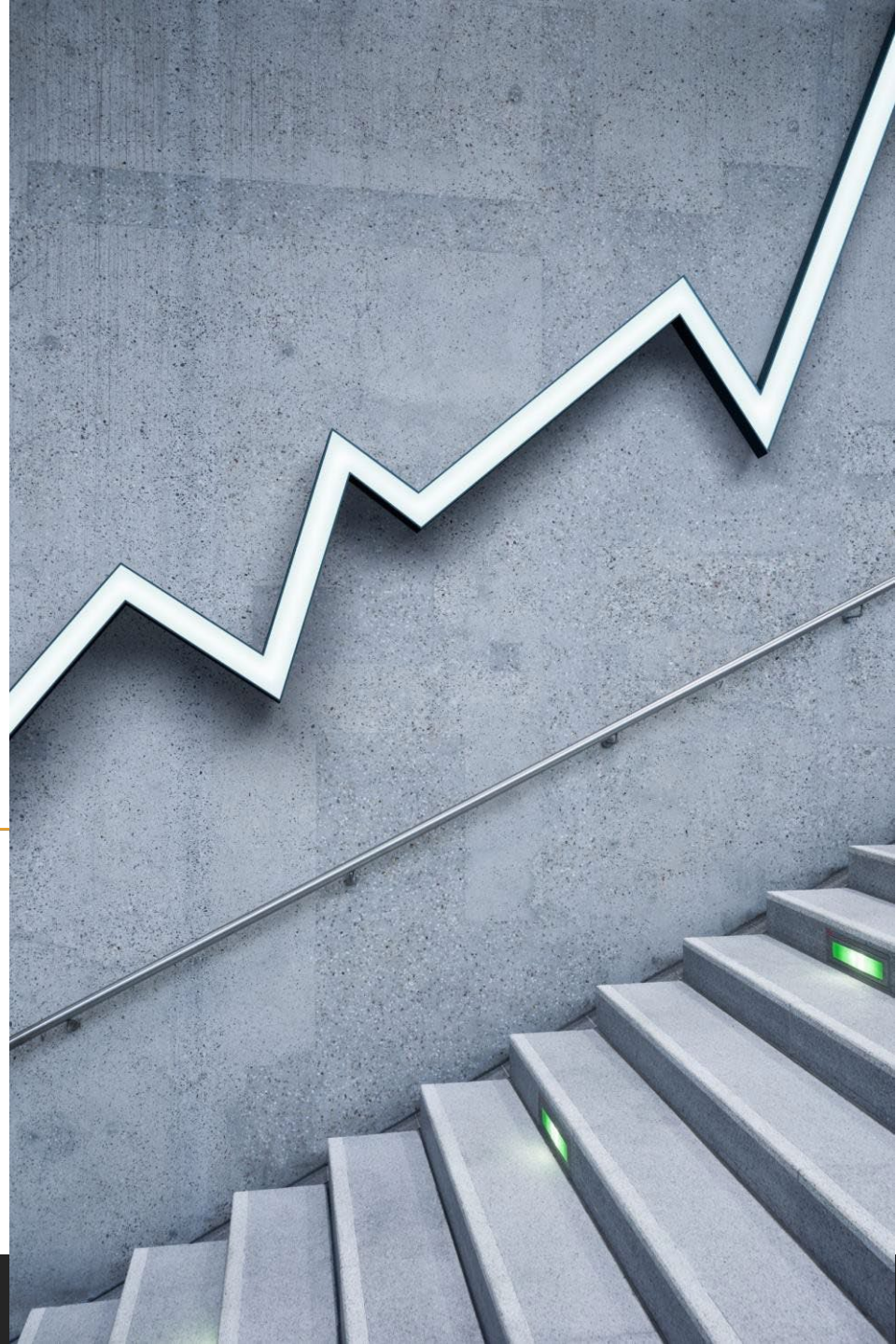


Accountable Discourse for Teachers of Gifted Students

Dr. Ofer Keren
Tali Lacks-Zur
Shiri Lev-Ary



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the European Union



Accountable Discourse – Rational:

- Allowing each student to participate in a fertile theoretical discourse.
- A Community of Discourse respects democracy.
- Peer meetings of different views and opinions.
- Expressing one's voice with respect to the other.

Accountable Discourse - 3 rules:

1. Commitment to the community.
2. Commitment to standards thinking.
3. Commitment to knowledge.

Commitment to the community

Atmosphere, respectful discourse, room for various voices.

Listening, responding ☐ contributes to the discourse.

Asking, objecting, explaining ☐ contributes to the discourse.

Commitment to standards of thinking

Standards of thinking, unlike associations or intuitions, demand precision. •

Ideas are fully and logically presented and explained. •

Argumentative activity: the participants "speak" •
their thinking while self-controlled.

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Commitment to knowledge

- Trusted sources, facts, laws, studies, expert—opinions, etc.
- Provide evidence—based claims and explanations, counter arguments, and drowned conclusions accordingly.

The Ethical Code for Peer Assessment

- We are establishing our process on transparency honesty and professional openness.
- We investigate our profession in order to learn and develop and not to judge or criticize.
- We assume it's only a part of a wider connection.

GATE project 1st Learning, Teaching and Training Activity (LTTA)

October 17-21, 2022

Kaunas Lithuania

Seminar by
Dr. Yehuda Hamovitz

GATE dissemination workshop

Workshop's program

Day 1 – The gifted arena.

Day 2 - The image of the gifted children's teacher.

Day 3 – Learning strategies and assembling a Lesson.

Day 4 - Participants give monitored and feedbacked lessons.

Day 5 - Teaching techniques and learning strategies.

The gifted arena



The gifted arena

- ✓ Purposes and targets of the workshop.
- ✓ Definitions of giftedness.
- ✓ Measuring, testing and identifying the gifted child.
- ✓ The characteristics, behaviors and sociability of the gifted child along his maturation period.
- ✓ What can be expected from the identified gifted child in terms of academic abilities, learning pace, learning difficulties?

The gifted arena

Purposes and targets of the workshop



Main objective of the overall project:

1. Build a national program that will trace, select, teach and educate the gifted children living in the country.
2. Giving children from all layers of society a fair and equal chance to bring forward their qualities and abilities.
3. Develop a perception of personal excellence, moral and social responsibility aside involvement and personal commitment to the environment and to the other.

Main components of the program:

1. Promote nurturing programs that answer cognitive, emotional, social and moral needs and aspects of the gifted throughout the years.
2. Trace and select gifted and excellent pupils and referring them to the adequate program suiting them and their needs.
3. Develop research and assessment tools to evaluate the program and its success while developing cooperation with other developed countries.
4. Develop training and courses for teachers who will teach those gifted children allowing them to extract their higher potential.

Main values of the program:

1. Leading and awarding a culture in which excellence is a central value.
2. Simultaneous obligation to personal excellence, self-abnegation and mobility while the creation of learning environment that is creative, flexible and dynamic. Striving to promote challenging dialogs and continues creation of new knowledge.
3. A learning community in which pupils and teachers are equal in their obligation and curiosity to new knowledge and field of expertise.
4. Enhancing the range of aspects of consciousness, to express their unique skills and to create appropriate learning and education patterns while constantly innovating.

What is the image of the graduate?

1. Become excellent in science, technology, art, literature, law, business, philosophy and entrepreneurship.
2. Demonstrate perseverance and persistence, creativity and originality, curiosity, intellectual and/or artistic honesty, ability and desire to constantly learn and develop ability to think and act under conditions of uncertainty.
3. Demonstrate multidirectional thinking, interdisciplinary vision, analytical ability, efficient information consumption, broad vision and awareness of value implications.
4. A graduate of the unique programs must be a person with a social commitment and a high level of morality and humanity.

The gifted arena

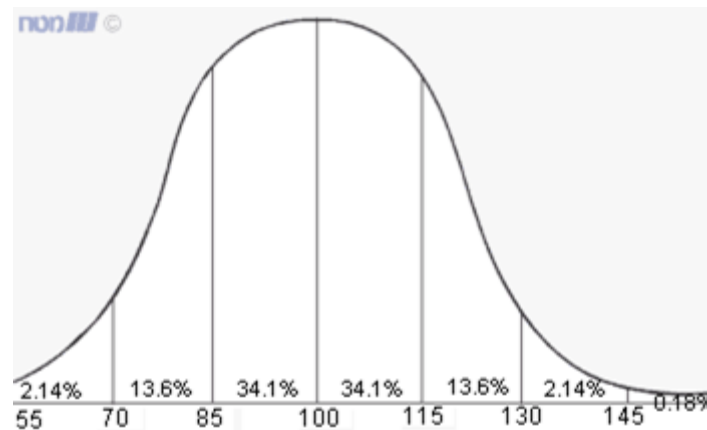
Definitions of giftness



Definition of gifted:

Gifted are the ones who hold the 3 highest percentiles of assessed intelligence (I.Q.) in the broad population. Excellent are the one holding the 92-97 percentiles.

I.Q. = Heritage (40%) + Environment (40%) + Heritage/environment (20%).



Population, sources, social values - 1:

1. Potentially the gifted children are spread equally at the general population.
2. The last point where we will find equality is birth.
3. Stronger and more educated parents produce more gifted children.
4. There is extreme impact to the environment where a child grows and the potential to become gifted.

Population, sources, social values - 2:

1. A child coming from a nurturing environment will have a significantly higher chance to develop his potential.
2. The social value of equal chance and equal approach to quality education forces us to trace the potential gifted children and as soon as it is possible and supply them with the accessibility to processes that will allow them to nurture.

Where would we find the gifted?

1. The gifted children grow in all layer of society.
2. What makes the difference is accessibility to the evaluation process that define a child as gifted.

What is the social infrastructure of the gifted?

1. A gifted child grows best in a regular family with good enough parents that are functioning and are significant parental figures.
2. Gifted are most frequently found in families that are more educated and see education as a significant part of development.
3. Gifted will nurture more if provided exposure to new and wide knowledge and a better accessibility to this knowledge.

Characteristics of families that gifted are growing in:

1. Families with meaningful parental figures and role models.
2. Giving appreciation and meaning to education and learning.
3. Parents demonstrating assertiveness, decision taking, flexibility, creativity openness to discuss and open to criticism.
4. Meaningful siblings.
5. Appreciating clean language and clean and organized housing.

The gifted arena

Measuring, testing and identifying the gifted child





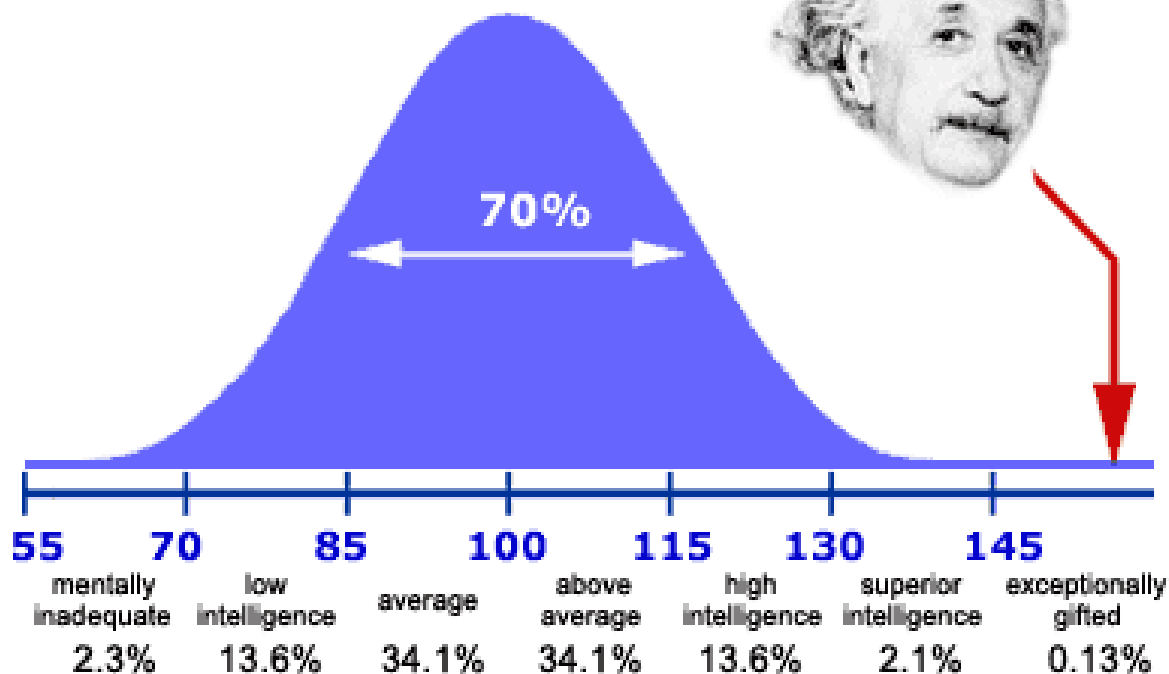
GATE

TEACHERS TRAINING
PROGRAMME TO SUPPORT GIFTED
AND TALENTED STUDENTS



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Einstein's IQ = 160+ →
What about yours ?



Understanding assessment

1. Assessment is a way of testing performance against a set of criteria.
2. There are difference tools and approaches to assess people, all design to give answer a certain characteristic of a given person.
3. As much as a more accurate result is desired the test is more detailed.
4. Accurate assessment is achieved using various and different means of testing.
5. Assessment can be informal to check progress or formal to confirm achievement.

I.Q. – Intelligent quotient:

Alfred Binet (1857-1911) invented the term IQ. He focused on verbal abilities. It identifies mental retardation in school children, but in specific contradistinction to claims made by psychiatrists that these children were "sick" (not "slow") and should therefore be removed from school. The score on the Binet-Simon scale would reveal the child's mental age in comparison to chronological age.

General assessment tools, known and modern

1. In general, two groups of tests are used
 - a. Personality tests – aimed to assess behaviors, feelings and perceptions.
 - b. Intelligence tests – aimed to quantify segments of human intelligence
2. In testing personality, we identify three groups of tests:
 - a. Projection tests (like TAT, Ink Blots, evaluation cards).
 - b. Self-reporting inventory (Big 5 personality traits – NEO240, MMPI).
 - c. Group dynamics – the person tested given a mission as part of a group and being observed.

1. In testing intelligence, we identify 2 major parts
 - a. Verbal intelligence (parts of Wechsler, parts of Stanford-Binet)
 - b. Operational intelligence (like, parts of Wechsler, Raven).
2. Modern testing tool consist with two revolutionary approaches
 - a. Using newly designed assessment cards for projection of personality
 - b. Using known box games to test intelligence (like Tangram)

Assessing children from age 3 to 7

Psychological approach:

1. Children are yet soft, depended and easy to be influenced.
2. Are not able yet to plan their future.
3. Are biased by parental desired and easy to be manipulate.
4. Frustration threshold is very low.
5. Consent to cooperate variate due to internal and external disruptions.

Tools used + practice

1. For precise results you might use WIPSSI (Wechsler Preschool and Primary Scale of Intelligence) or Binet battery of tests.
2. Kindergarten teachers and teachers' testimonials after being trained to practice differential diagnosis.
3. Games based on understanding instructions, speed and motivation.
4. Evaluative cards aimed to reflect desired characteristics.

Assessing children from age 7 to 12

1. Psychological and social approach
 - a. The pupil is ready to be tested after being preliminary observed.
 - b. The pupil rules the language he is tested with.
 - c. The pupil understands the reason he is tested, the consequences of failure as well of the ones of success.
 - d. His family of origin support him being tested and knowledgeable to the consequences and the sacrifice they will have to give and the support they will have to receive and give.

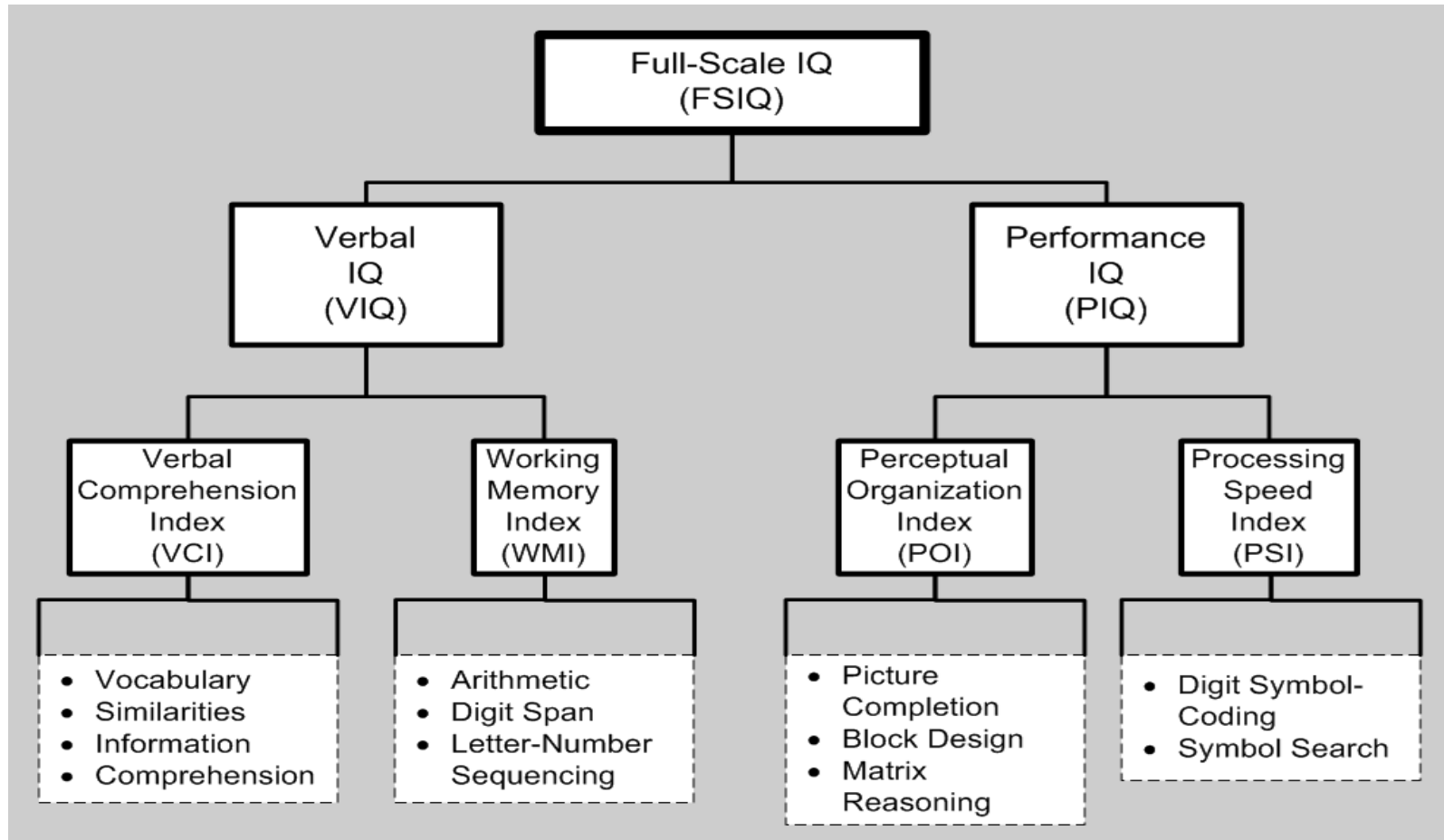
1. Main tools used + practice:

a. Precise tools – WAIS

- 1) Verbal comprehension – the ability to learn a language, organize information through language, to draw, to define, to deduct, to conclude and create terms.
- 2) Working memory – attention function, the ability to preserve newly learned information in the STM (Short term memory) through the verbal channel and be able to manipulate it.
- 3) Perceptual organization – visual perception, spatial organization, analysis, synthesis, learning with minimum verbal arbitration.
- 4) Processing speed – attention, speed of learning in real-time, how fast the subject internalizes a new rule and activates it.

b. Evaluative, non-direct tests:

- 1) TANGRAM
- 2) Evaluative cards



Assessing children above 12 years old

1. Psychological and social approach

- a. The pupil is mature enough to be able to cope with frustration while going through longer processes and evaluation.
- b. The pupil is in the process of shaping his future, therefore very attentive to processes that might brighten this future.
- c. The pupil has relatedly significant life experience and should already develop an autonomous judgement system and internal values.

2. Main tools + practice

- a. Precise – WAIS, Raven
- b. Evaluative – MMPI, NEO240, cards

The gifted arena

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



Emotions and emotional development:

If your child is gifted, you might notice that they have very strong emotions, interests and opinions compared with other children their age. Sometimes gifted children have trouble managing these strong feelings.

For example, a young gifted child might be very upset when their drawing isn't as 'good as the one in the book'. A school-age child might worry more than others about friendship troubles or not always getting things 'right' in class. Older children might feel anxious about not being able to fix climate change. Or they might be extremely excited about a work of art and not understand why others don't feel the same way.

Emotions and emotional development:

Strategies for handling strong feelings in
gifted children

Social development and skills: gifted children:

Gifted children can think faster and/or more deeply than other children their age. So, they're often good at imagining what it's like to be in somebody else's situation.

Sometimes these qualities mean your gifted and talented child gets along well with others. Other times, it might seem like your child doesn't quite fit in with children their own age.

Also, you might have noticed that your gifted child prefers to play or be with older children. This is because your child is thinking and feeling at a similar level to older children.

Social development and skills

Strategies for helping gifted children get
along with others

Behavior: gifted children:

Like all children, gifted and talented children can behave in challenging ways sometimes. But their challenging behavior can happen for reasons.

For example, it can happen because they:
are quick to question family rules and routines
are easily frustrated
need challenging learning opportunities.

Behavior

Strategies for managing family rules and routines

Strategies for handling frustration

Strategies for finding the right learning
opportunities

The gifted arena

What can be expected from the identified gifted child in terms of academic abilities, learning pace, learning difficulties?

(Based on Dr. Colm O'Reilly Dublin City University)



What can be expected -1:

- ✓ Shows superior reasoning powers and marked ability to handle ideas; can generalize readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- ✓ Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.
- ✓ Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.

What can be expected -2:

- ✓ Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
- ✓ Reads avidly and absorbs books well beyond his or her years.
- ✓ Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.

What can be expected -3:

- ✓ Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- ✓ Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.

What can be expected -4:



- ✓ Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
- ✓ Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- ✓ Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.

What can be expected -5:

- ✓ Observes keenly and is responsive to new ideas.
- ✓ Shows social poise and an ability to communicate with adults in a mature way.
- ✓ Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humor.



Let's
SUMMERIZE

Funded by
the European Union

GATE dissemination workshop

October 17-21, 2022
Kawlas Lithuania

Seminar by
Dr. Yehuda Hamovitz




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the European Union

GATE dissemination workshop

Workshop's program

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Day 5 -Teachingtechaiquesand learningstrategies.

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The gifted arena



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The gifted arena

Purposes and targets of the workshop.
Definitions of giftedness.
Measuring, testing and identifying the gifted child.
The characteristics, behaviors and sociability of the gifted child along his maturation period.
What can be expected from the identified gifted child in terms of academic abilities, learning pace, learning difficulties?

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The gifted arena

Purposes and targets of the workshop



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What is the image of the graduate?

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The gifted arena

Definitions of giftiness



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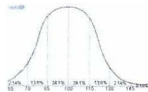



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Population, sources, social values - 1:

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Population, sources, social values - 2:

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Where would we find the gifted?

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What is the social infrastructure of the gifted?

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Characteristics of families that gifted are growing in:

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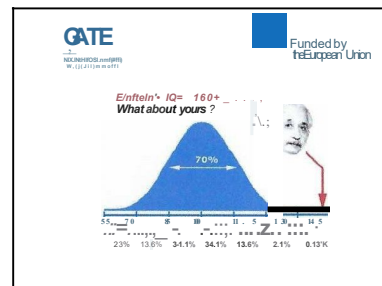
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The gifted arena
Measuring, testing and identifying the gifted child



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Understanding assessment

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1. In testing intelligence, we identify 2 major parts

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- Operational intelligence (like, parts of Wechsler, Raven).

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Assessing children from age 3 to 7

Psychological approach:

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Tools used+ practice

- For precise results you might use WIPSSJ (Wechsler Preschool and Primary Scale of Intelligence) or Binet battery of tests.
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Assessing children from 11ge, to 11

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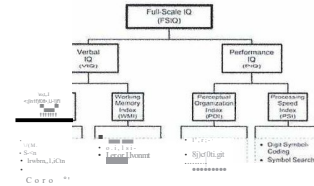
1. Main tools used+ practice:



a. Precise tools - WAIS

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- 4) Processing speed - attention, speed of learning in real-time, how fast the subject internalizes a new rule and activates it

b. Evaluative, non-direct tests:

- 1) TANGRAM





Assessing children above 12 years old

- Psychological and social approach
 - The pupil is mature enough to be able to cope with frustration while going through longer processes and evaluation.
 - The pupil is in the process of shaping his future, therefore very attentive to processes that might brighten this future.
 - The pupil has relatedly significant life experience and should already develop and autonomous judgement system and internal values.
- Main tools+ practice
 - Precise- WAJS, Raven
 - Evaluative- HMPI, NEO240, cards

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The gifted arena

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

CHARACTERISTIC

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Emotions and emotional development:

If your child is gifted, you might notice that they have very strong emotions, interests and opinions compared with other children their age. Sometimes gifted children have trouble managing these strong feelings.

For example, a young gifted child might be very upset when their drawing isn't as 'good' as the one in the book'. School-age child might worry more than others about friendship troubles or not always getting things 'right' in class. Older children might feel anxious about not being able to fix climate change. Or they might be extremely excited about a work of art and not understand why others don't feel the same way.



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 **GATE**
TEACHERS TRAINING
PROGRAMME TO SUPPORT GIFTED
AND TALENTED STUDENTS

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Social development and skills



Strategies for helping gifted children get
along with others

Behavior: gifted children:
 Like all children, gifted and talented children can behave in challenging ways sometimes. But their challenging behavior can happen for reasons.

For example, it can happen because they:
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 are easily frustrated
 need challenging learning opportunities.

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Behavior

Strategies for managing family rules and routines

Strategies for handling frustration

Strategies for finding the right learning opportunities

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The gifted arena

What can be expected from the identified gifted child in terms of academic abilities, learning pace, learning difficulties?

(Based on Dr. Colm O'Riailly Dublin City University)

EXPECTATIONS

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What can be expected -1:

Shows superior reasoning powers and marked ability to handle ideas; can generalize readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.

Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.

Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.

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What can be expected -2:

Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.

Reads avidly and absorbs books well beyond his or her years.

Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.

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What can be expected -3:

Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.

Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.

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What can be expected -4:

Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work
 Sets realistically high standards for self; is self critical in evaluating and correcting his or her own efforts.
 Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.

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What can be expected -5:

Observes keenly and is responsive to new ideas.
 Shows social poise and an ability to communicate with adults in a mature way.
 Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humor.

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GATE

TEACHERS TRAINING
PROGRAMME TO SUPPORT GIFTED
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*See You
Tomorrow*

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Day 5 - Teaching techniques and learning strategies.

The image of the gifted children's teacher



The image of the gifted children's teacher

- ✓ Foundation of the adequate teacher for gifted children.
- ✓ Characteristics of the teacher: background and education.
Models identifying the effective teacher.
- ✓ Professional and didactic abilities of the teacher.
- ✓ Closing gaps – evolving from a classic teacher to a gifted one.
- ✓ The gifted classroom – understanding and applying.
- ✓ The gifted classroom and a natural development arena.

The image of the gifted children's teacher

Foundation of the adequate
teacher for gifted children



**STRONG
FOUNDATION**

Foundation of the adequate teacher for gifted children

- ✓ One who is not afraid from this mission.
- ✓ Present a strong and firm personality.
- ✓ Have the desire to learn and develop.
- ✓ Allows itself to be involved in all life aspect of the pupil.
- ✓ Well educated, well trained and with access to multiple sources of information.

The image of the gifted children's teacher

Characteristics of the teacher:
background and education.



Characteristics of the teacher: background and education.

- ✓ A young enough teacher that will be perceived by the pupils as partner for studying and less a parent.
- ✓ Enthusiastic to learn, able to admit not knowing.
- ✓ Strong and stable personality, assertive, humble, tactful.
- ✓ Can see the big picture, future orientation

The image of the gifted children's teacher

Models identifying the effective
teacher.



12 characteristics for the effective teacher for gifted children: (Hultgren & Seely 1982)

- ✓ Mature, experienced and self-secured.
- ✓ Holder higher intelligence.
- ✓ Interested in a wider scope of intellectual knowledge.
- ✓ Achievement pro.
- ✓ Has a sympathetic attitude toward gifted children.
- ✓ Systematic and orderly.

12 characteristics for the effective teacher for gifted children: (Hultgren & Seely 1982)

- ✓ Alarming and imaginative.
- ✓ Has a sense of humor.
- ✓ Can assist in learning without giving instructions and directing.
- ✓ Understanding the necessity to work harder.
- ✓ Has broad general knowledge and expertise.
- ✓ Recognizes interpersonal differences.

What Do Students Look for in a “Good” Teacher? (M. Khalil & Z. Accariya 2016)

- ✓ The qualities and skills of a good teacher can be divided into two distinct categories: professional-pedagogical and personal-emotional.
- ✓ Professionally, good teachers are:
 - a. authorities in their field
 - b. capable of stimulating their students
 - c. developing their intellectual abilities.

What Do Students Look for in a “Good” Teacher? (M. Khalil & Z. Accariya 2016)

- ✓ Pedagogically, good teachers are:
 - a. demonstrate originality and creativity,
 - b. furnish a personal example to their students,
 - c. guide and encourage the development of intellectual curiosity and learning motivation among their students.
 - d. able to express their ideas simply and understandably.

What Do Students Look for in a “Good” Teacher? (M. Khalil & Z. Accariya 2016)

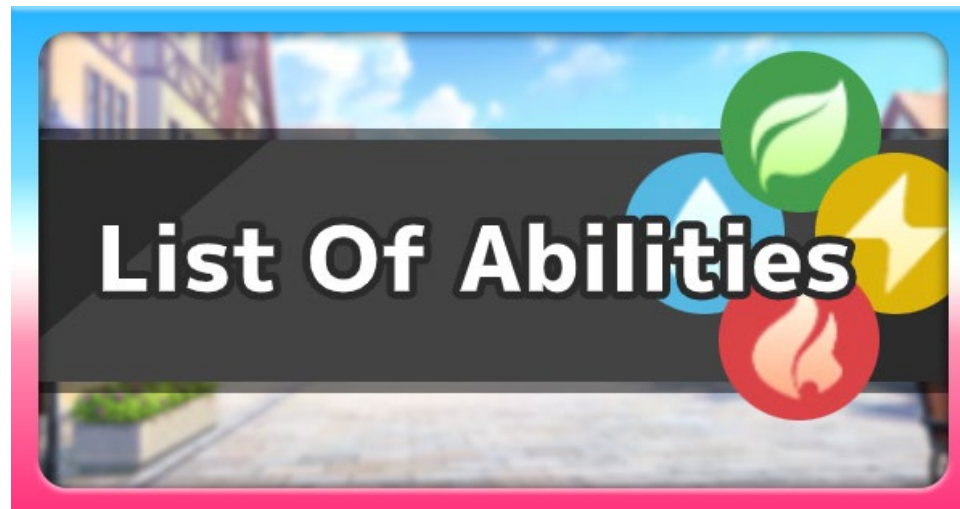
- ✓ On the personal-emotional side:
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 - b. they are sensitive, concerned, attentive, understanding, encouraging, and supportive.

Good Teachers: (Avinon 2004)

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The image of the gifted children's teacher

Professional and didactic abilities
of the teacher



Professional and didactic abilities of the teacher

1. Becomes an expert in the subjects one teaches.
2. Motivated to look for new and advanced learning materials and learning options and sources.
3. Uses many different and multiple teaching skills and techniques.
4. Builds curricula and set goals (KPI – Key Performance Indicators) for achievement.
5. Assist in selecting sources of information.
6. Develop the product and make assessments

Professional and didactic abilities of the teacher

The gifted teacher should know how to:

(Alleducationschools.com 2022)

- ✓ Design a curriculum that addresses the cognitive, physical, emotional and social needs of gifted students
- ✓ Create assignments/activities for gifted learners with different levels of ability rather than a one-size-fits-all approach.
- ✓ Be flexible in all things and try to turn unexpected circumstances into learning opportunities.

Professional and didactic abilities of the teacher

The gifted teacher should know how to:

- ✓ Permit students to take on individual projects based on their own interests.
- ✓ Allow students to work ahead at their own pace, and stress learning skills like researching and questioning rather than rote memorization and regurgitation.
- ✓ Make as much of your curriculum as possible interactive, either between the students and the teacher, or between the students themselves.

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- ✓ Promote extracurricular activities with an intellectual focus.

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- ✓ Provide counseling when necessary.

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- ✓ Avoid giving extra in-class work or homework to students who finish early. Even gifted kids interpret this as an unfair punishment.
- ✓ Offer lots of opportunities for gifted kids to socialize with each other and with other students in the school.

Professional and didactic abilities of the teacher

The gifted teacher should know how to:

- ✓ Provide supplementary learning tools that students can pursue at their own direction.
- ✓ Honor the differences of your students and look for what makes each child unique beyond his or her intellectual abilities.

The image of the gifted children's teacher

Closing gaps – evolving from a
classic teacher to a gifted one



Closing gaps – evolving from a classic teacher to a gifted one

- ✓ Perceiving and embedding the change in power relations between the teacher and the pupil, from more authoritarian to a partner to self-development.
- ✓ Perceiving the need to widen the scope of every subject learned and going deeper into details.
- ✓ Thorough training both in pedagogic skills, professional skills and emotional skills.

The image of the gifted children's teacher

**The gifted classroom:
understanding and applying.**



The gifted classroom: understanding and applying.

- ✓ The gifted classroom should include the possibility of providing a comprehensive educational response to the gifted ,focusing on their being well .
- ✓ The ability of this class as an educational setting touching this topic optimally is derived from some of its characteristics:

The gifted classroom: understanding and applying.

- a. Being a classroom within the school
- b. The ability to produce a holistic view, based on the understanding that the cognitive aspect emphasized in the emotional aspect
- c. The opportunity to produce the gifted classroom as a common development space for the individual pupil, the class and the teachers. dialog.

The gifted classroom: understanding and applying.

- ✓ Gifted are identified based on their cognitive abilities and achievements. Their main expectations of their parents, teachers, and of their environment focuses on cognitive performance.
- ✓ The central aspect in most gifted programs is the cognitive one. an emotional dialog.

The gifted classroom: understanding and applying.

- ✓ Attempts to answer the emotional aspect as well is often reflected in external components of the program, such as emotional workshops or meetings with the counselor.
- ✓ Those important components express a concept that separates the cognitive and emotional aspects.
- ✓ Modern approaches emphasize the synchronization of the two aspects.

The gifted classroom: understanding and applying.

- ✓ The gifted possess sharp cognitive tools like criticism, doubt and rationalization. Those tools that often lead them to their high achievement and appreciation from the environment.
- ✓ The gifted are display those tools at the forefront of their struggles and sometimes as their business card in the world.

The gifted classroom: understanding and applying.

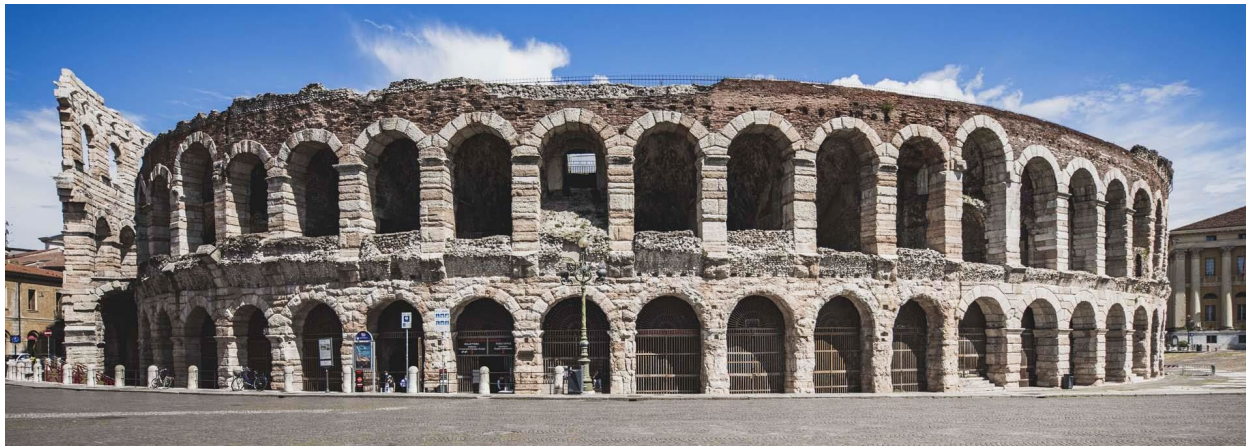
- ✓ They use those cognitive tools to cope with the field of emotional c as a defense mechanism or as an attempt to understand the world.
- ✓ This tendency often creates distortions in interpersonal communication.

The gifted classroom: understanding and applying.

- ✓ By understanding those mechanisms, we can understand them the teacher can decide when to adopt this trend and use the cognitive path tools to gain access to their emotional arena that is, many times blocked or fenced.
- ✓ The teacher can decide when to resist this trend and try to stimulate an emotional dialog.

The image of the gifted children's teacher

The gifted classroom and a natural development arena



The gifted classroom and a natural development arena

- ✓ The classroom is a space for common development for all sides, both the students and the teacher.
- ✓ It is a place where growth is shared and relies on interdependence.
- ✓ A space where everyone - pupils and teachers – learns and not just study material. They learn about themselves and about life as individuals, a team, a class, and a society.

The gifted classroom and a natural development arena

- ✓ A gifted class should be a space of openness and trust - this is a challenge when it comes to gifted that are always critical, doubtful, and sometimes suspicious.
- ✓ The class should be an opportunity to experience trust in a protected environment.
- ✓ For the teacher it is an "open classroom door" giving the opportunity to be observed, assessed, mentored and given feedback.

The gifted classroom and a natural development arena

- ✓ The gifted and the teachers are observing, watching, assessing and judging each one constantly, the classroom should become a secured place to understand it and to learn from it.
- ✓ The classroom is a place where everyone might be wrong, the gifted and the teacher. Learning there is about what do we do with the mistake or the failure and how do we extract learning.



Let's
SUMMERIZE




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GATE project 1st Learning, Teaching and Training Activity (LTIA)

October 17-21, 2022
Kaunas Lithuania

Seminar by
Dr. Yehuda Hamovitz




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by
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Union

GATE dissemination workshop
Workshop's program

Day 1 - The gifted arena.
Day 2 - The image of the gifted children's teacher.
Day 3 - Learning strategies and assembling a Lesson.
Day 4 - Participants give monitored and feedbacked lessons.
Day 5 - Teaching techniques and learning strategies.

2




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The image of the gifted children's teacher

Day
2



3




The image of the gifted children's teacher

Foundation of the adequate teacher for gifted children.
 Characteristics of the teacher: background and education.
 Models identifying the effective teacher.
 Professional and didactic abilities of the teacher.
 Closing gaps- evolving from a classic teacher to a gifted one.
 The gifted classroom - understanding and applying.
 The gifted classroom and a natural development arena.

4






LIBRARY

The image of the gifted children's teacher

FOUNDATION

5

Foundation of the adequate teacher for gifted children

FOUNDATION

One who is not afraid from this mission.
 Present a strong and firm personality.
 Have the desire to learn and develop.
 Allows itself to be involved in all life aspect of the pupil.
 Well educated, well trained and with access to multiple sources of information.

6


GATE
Gifted and Talented Education
ADVANCEMENT


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The image of the gifted children's teacher

Characteristics of the teacher:
background and education.

passionate
project
creative
innovative
confident
resilient
empathetic
curious
inquisitive
analytical
detail-oriented
organized
structured
methodical
systematic
logical
rational
objective
fair
impartial
unbiased
open-minded
flexible
adaptable
resourceful
imaginative
visionary
forward-thinking
proactive
assertive
decisive
responsible
accountable
transparent
communicative
collaborative
team player
supportive
encouraging
positive
optimistic
hopeful
compassionate
caring
kind
gentle
patient
calm
composed
poised
graceful
elegant
refined
sophisticated
cultured
educated
well-read
knowledgeable
wise
insightful
thoughtful
reflective
introspective
self-aware
mindful
present
focused
concentrated
dedicated
committed
loyal
faithful
devoted
passionate
enthusiastic
zealous
driven
ambitious
determined
persistent
perseverant
strong
powerful
influential
impactful
significant
important
valuable
precious
treasured
cherished
loved
adored
admired
respected
honored
celebrated
acclaimed
famous
renowned
famous
renowned
famous
renowned

 **GATE**
TEACHING TEACHERS
PROGRAMME TO SUPPORT
AND TALENTED STUDENTS

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Union

Characteristics of the teacher:
background and education.

A young enough teacher that will be perceived by
the pupils as partner for studying and less a parent.
Enthusiastic to learn, able to admit not knowing.
Strong and stable personality, assertive, humble,
tactful.

Can see the big picture, future orientation

THE IMAGE OF THE GIFTED CHILDREN'S TEACHER

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THE image of the gifted children's teacher

Models identifying the effective teacher.

9

12 characteristics for the effective teacher for gifted children: (Hultgren & Seely 1982)

Mature, experienced and self-secured.
Holder higher intelligence.
Interested in a wider scope of intellectual knowledge.
Achievement pro.
Has a sympathetic attitude toward gifted children.
Systematic and orderly.

10

12 characteristics for the effective teacher for gifted children: (Hultgren & Seely 1982)

Alarming and imaginative.
Has a sense of humor.
Can assist in learning without giving instructions and directing.
Understanding the necessity to work harder.
Has broad general knowledge and expertise.
Recognizes interpersonal differences.



11

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The qualities and skills of a good teacher can be divided into two distinct categories: professional pedagogical and personal-emotional.
Professionally, good teachers are:

- a. authorities in their field
- b. capable of stimulating their students
- c. developing their intellectual abilities.

12



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15



GATE
TEACHER TRAINING
PROGRAMME TO SUPPORT GIFTED
AND RELATED EDUCATION



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**The image of the gifted
children's teacher**

Professional and didactic abilities
of the teacher




List Of Abilities

16



GATE
TEACHER TRAINING
PROGRAMME TO SUPPORT GIFTED
AND RELATED EDUCATION




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The image of the gifted children's teacher

Closing gaps - evolving from a
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24

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**The gifted classroom:
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The image of the gifted children's teacher

The gifted classroom and a natural development arena



34




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37




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38




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SCENARIOS

See You Tomorrow

39



GATE

TEACHERS TRAINING
PROGRAMME TO SUPPORT GIFTED
AND TALENTED STUDENTS



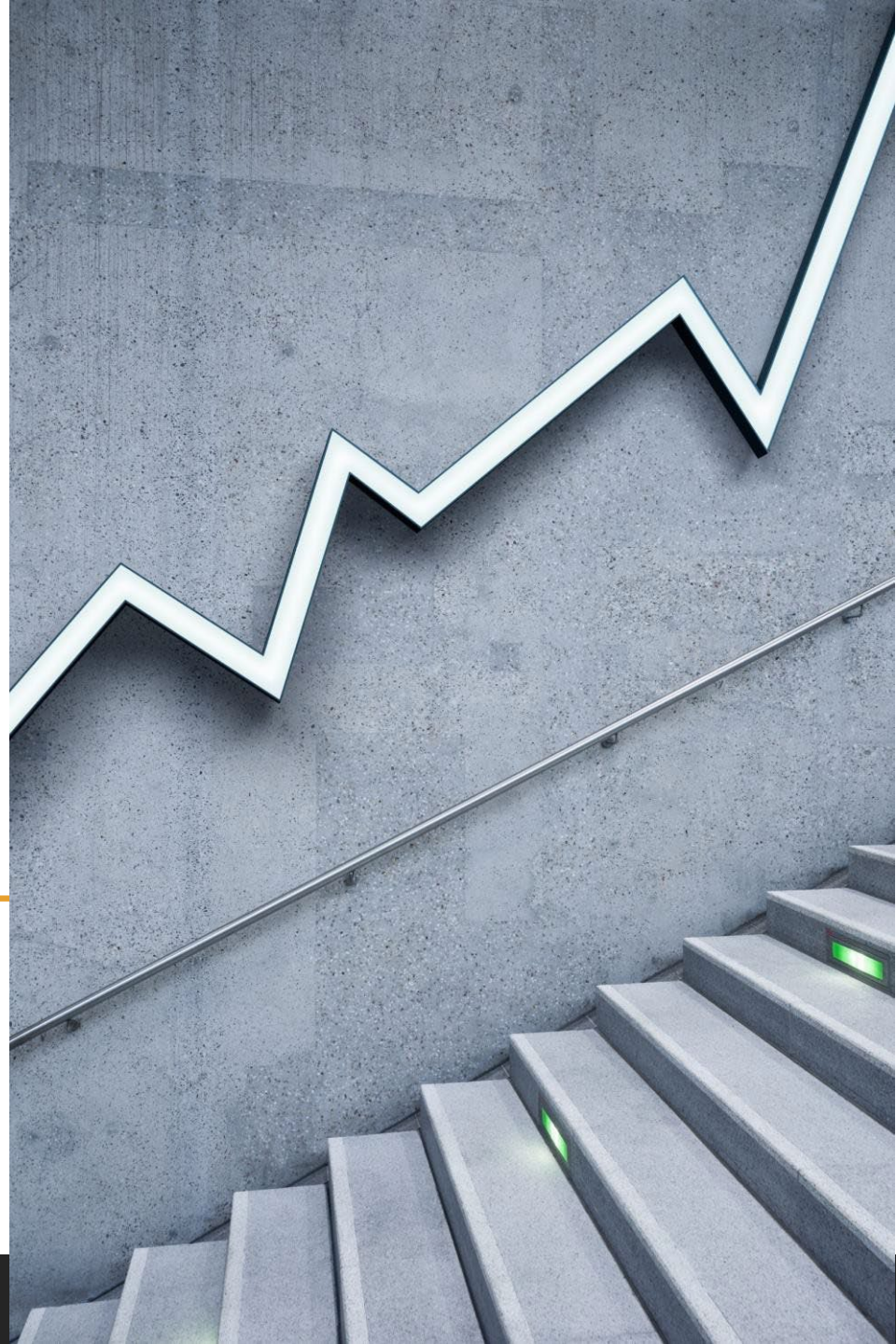
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*See You
Tomorrow*



Teaching Methods and Strategies for Teachers of Gifted Students

Dr. Ofer Keren, PhD.



A Quick Moment for Terminology

Definition of Method:

A procedure, systematic plan, technique or process of **doing** something.

Definition of Strategy:

Choosing an action or process for achieving a goal.

Why?

Why should we use different methods and strategies when teaching gifted students? •

Strategies build Environment

- An educational environment is based on interactions, acceptance, time and space.
- It allows to diverse, create, decide and change as we go along, both teachers and students.
- More freedom for both teachers and students.

Uniqueness of the Gifted Child

Building a supportive environment that –

- accepts and cherishes diversity.
- allows space and time for exploration, challenging norms and self expression.
- personal difficulties \neq interruptions.

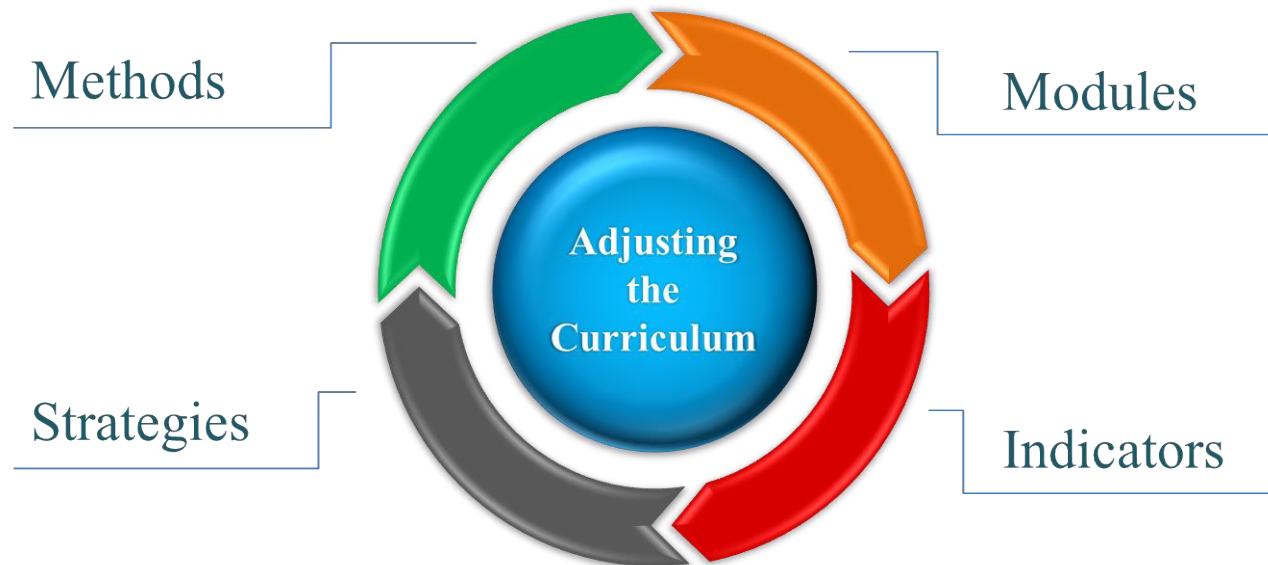
Environments promote objectives

a supportive educational environment helps to—

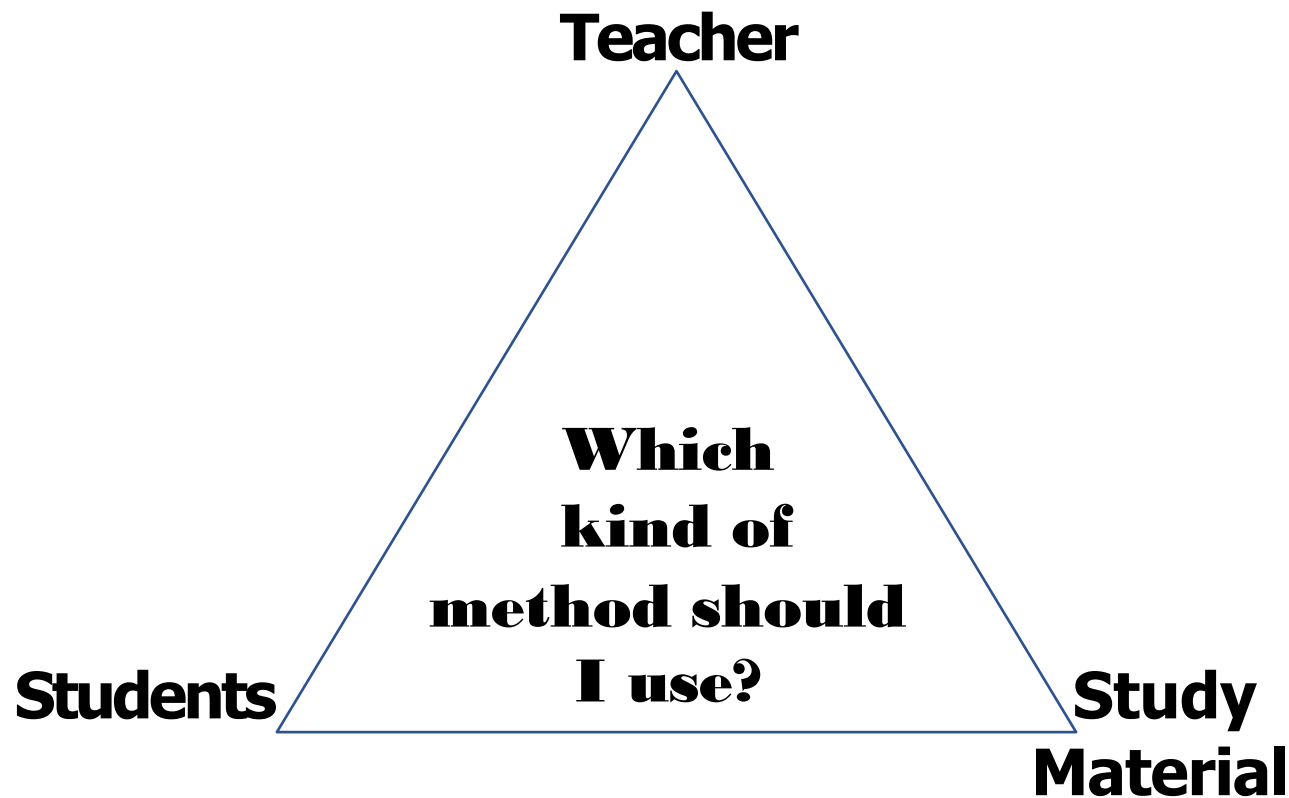
- Develop the potential.
- Accept oneself and evolve
- Build an autonomous identity.

All along, we must remember

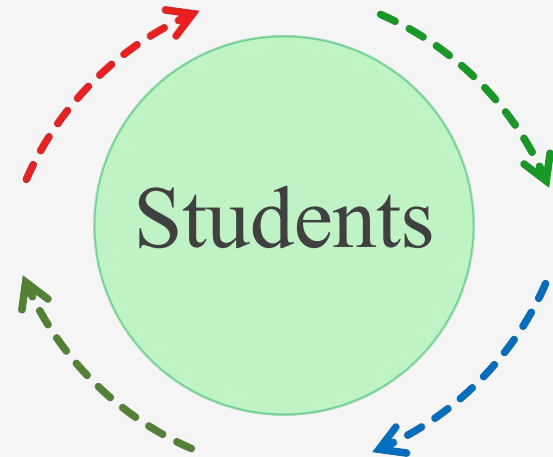
There is no gifted teaching without adjusting the curriculum



Methods of Teaching—Learning



Methods Teaching—Learning



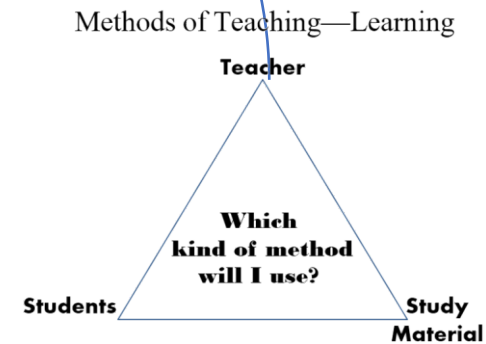
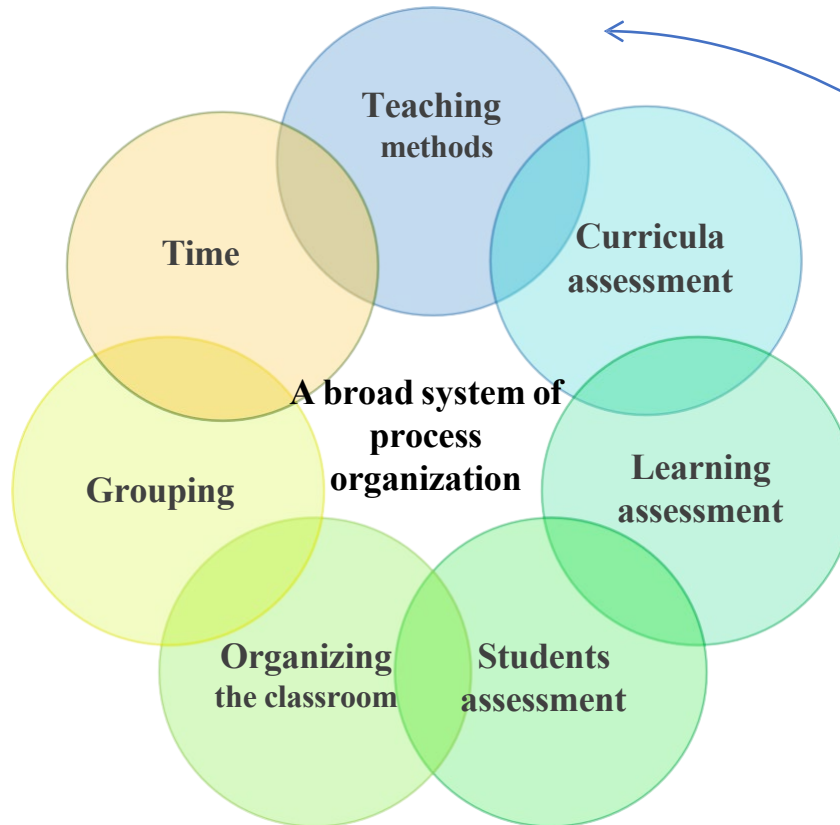
A vessel for passing forward
Knowledge.
With strategies: also, skills
and proficiencies

Receive, absorb. With
strategies: communicate,
interact, feedback, adjust
himself, find his own character

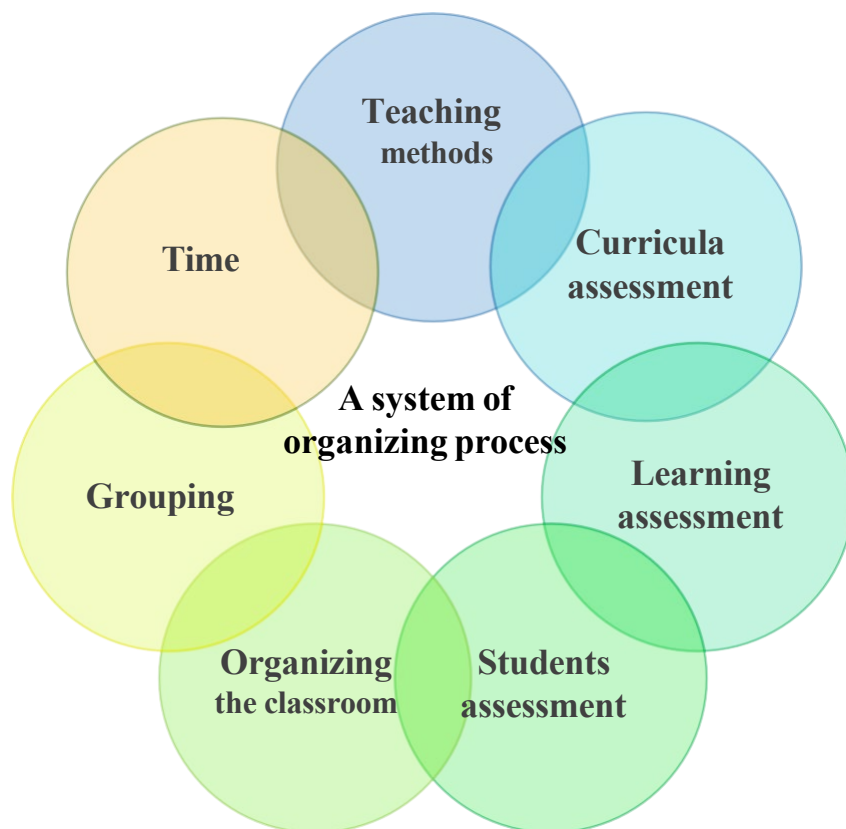
Methods Teaching—Learning

<u>Exposition</u>	<u>Inquiry</u>	<u>Demonstration</u>	<u>Activity mode</u>
lecture	Asking Questions	Experiments	Exhibitions
Story	Hypothesis	Role-playing games	Fairs
Explanation	Analysis		Working in groups
A quote	Self-Learning		Peer-learning
Movies	The key is integrating methods		

Strategies for Teaching—Learning



So many decisions...



Which Strategy should I choose?

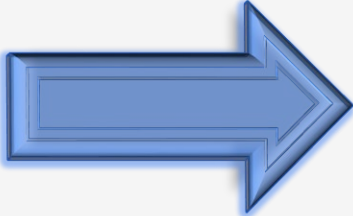
**We choose
the strategy that will
serve our goal.**

Educational Goals and Strategies

- Accountability: field trip, inquiry, role play, public trial.
- Gathering information: information and communication technologies, inquiry, event analysis.
- Empathy: role playing, simulations.
- Flexibility: brain storming, group discussion, aquarium.

Educational Goals and Strategies

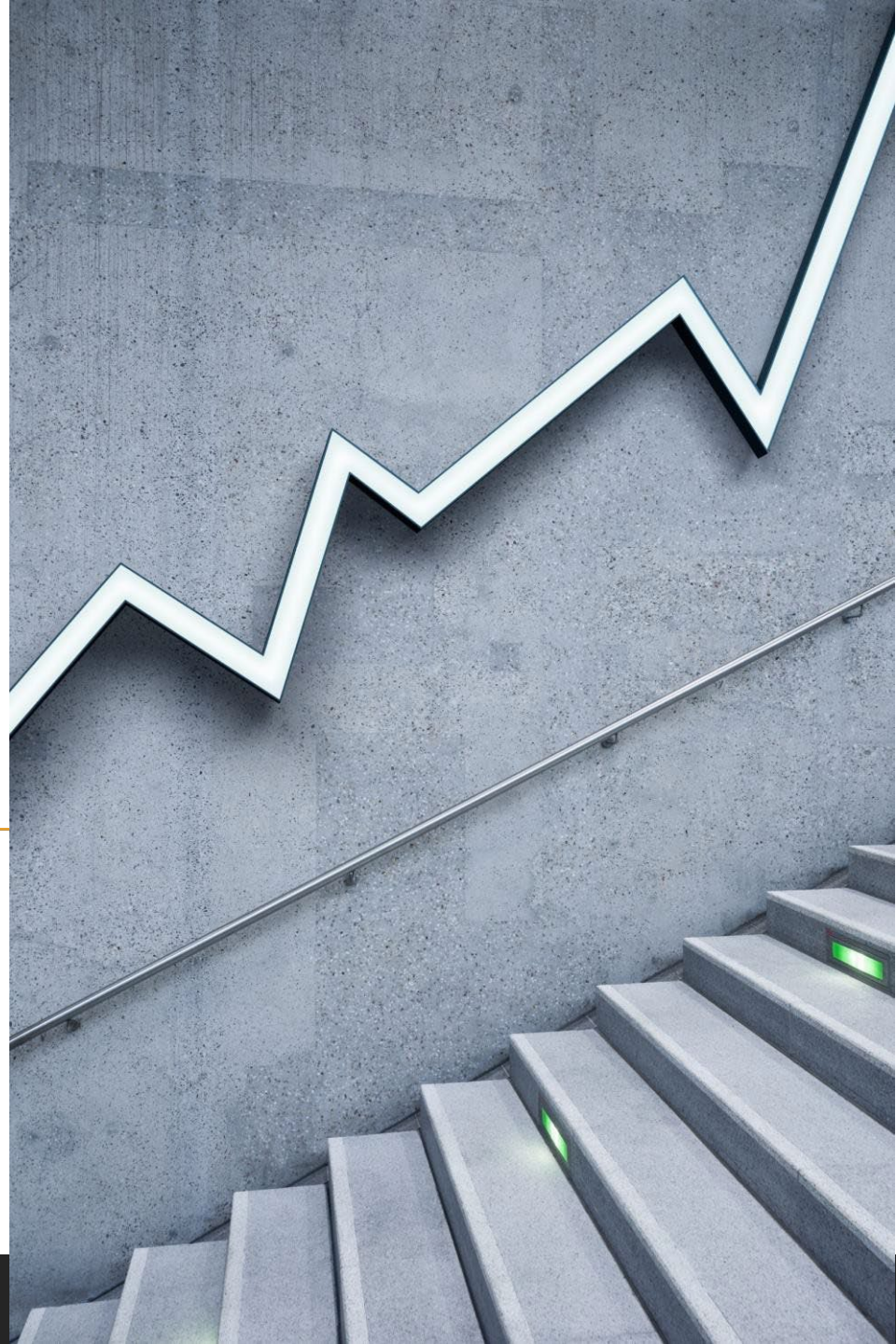
- Analytical thinking: event analysis, text and visual analysis.
- Critical thinking: attitudes and positions exercise, public trial.
- Self and peer learning: jigsaw, inquiry, raising questions.
- Problem solving: group discussion, simulation, brainstorming.

my goal  my strategy



Accountable Discourse for Teachers of Gifted Students

Dr. Ofer Keren
Tali Lacks-Zur
Shiri Lev-Ary



Accountable Discourse – Rational:

- Allowing each student to participate in a fertile theoretical discourse.
- A Community of Discourse respects democracy.
- Peer meetings of different views and opinions.
- Expressing one's voice with respect to the other.

Accountable Discourse - 3 rules:

1. Commitment to the community.
2. Commitment to standards thinking.
3. Commitment to knowledge.

Commitment to the community

Atmosphere, respectful discourse, room for various voices.

Listening, responding ☐ contributes to the discourse.

Asking, objecting, explaining ☐ contributes to the discourse.

Commitment to standards of thinking

Standards of thinking, unlike associations or intuitions, demand precision. •

Ideas are fully and logically presented and explained. •

Argumentative activity: the participants "speak" •

Commitment to standards of thinking

Standards of thinking, unlike associations or intuitions, demand precision. •

Ideas are fully and logically presented and explained. •

Argumentative activity: the participants "speak" •
their thinking while self-controlled.

Commitment to knowledge

- Trusted sources, facts, laws, studies, expert—opinions, etc.
- Provide evidence—based claims and explanations, counter arguments, and drowned conclusions accordingly.

The Ethical Code for Peer Assessment

- We are establishing our process on transparency honesty and professional openness.
- We investigate our profession in order to learn and develop and not to judge or criticize.
- We assume it's only a part of a wider connection.

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October 17-21, 2022
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Seminar by
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GATE dissemination workshop

Workshop's program

Day 1 – The gifted arena.

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Day 5 - Teaching techniques and learning strategies.

Teaching techniques and learning strategies



Teaching techniques and learning strategies

- ✓ The holistic-cognitive approach to teaching gifted children.
- ✓ The social emotional approach to teaching gifted children.
- ✓ The structure of a curriculum adequate for gifted children.
- ✓ Building the skeleton for the curriculum.
- ✓ Creating a full pedagogic approach and program.
- ✓ Liberated teaching while being demanding.

Teaching techniques and learning strategies

- ✓ Developing emotional resilience among gifted children.
- ✓ 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.

The holistic-cognitive approach to teaching gifted children

Physical & gross motor

Fine motor

Sensory

Self-help

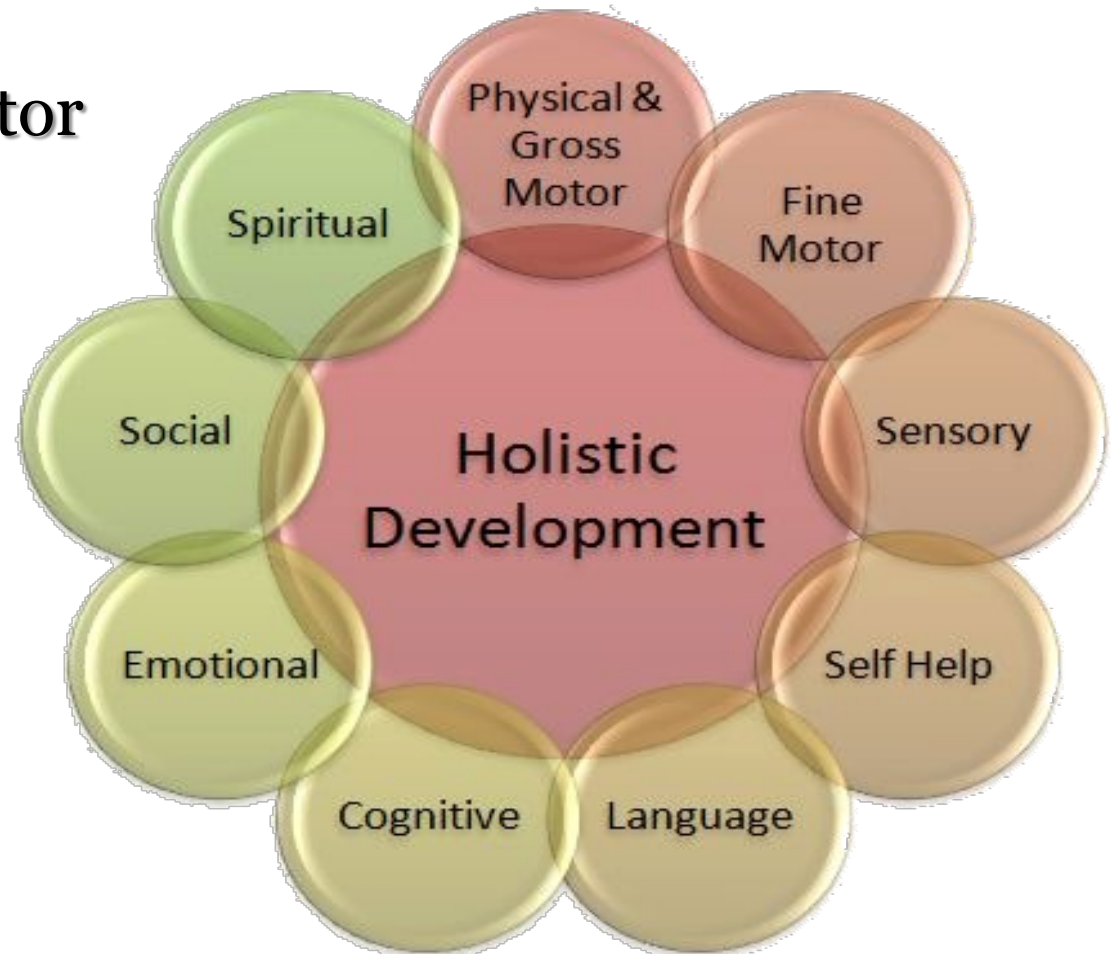
Language

Cognitive

Emotional

Social

Spiritual



The holistic-cognitive approach to teaching gifted children

Physical & gross motor: structure, concept, theme

Fine motor: subjects, interests, sources

Sensory: touching, hugging, getting dirty, working physically

Self-help: self-learning, gaining information, resilience

Language: commonly used terms, wording, expressing

Cognitive: understanding situations and generalization

Emotional: developing resilience, patience

Social: ability to share, working in a team

Spiritual: developing concept of the world, values

The social emotional approach to teaching gifted children

Self-awareness

Responsible decision making

Relationship skills

Social awareness

Self-management



The social emotional approach to teaching gifted children

Self-awareness:

How do I look? How do I behave? How am I perceived?

Responsible decision making:

Taking decisions that serves my interests.

Relationship skills:

Interacting with peers, with the surrounding (that might be inferior to me), with sources of authority.

The social emotional approach to teaching gifted children

Social awareness:

What is going on around me? What am I expected to do?

Self-management:

Coping with everyday duties and responsibilities.

The structure of a curriculum adequate for gifted children

The structure of a curriculum for gifted classes – 1:

- ✓ The curriculum will be built with the involvement of the teachers in the gifted classrooms, as well as pedagogic instructors and other relevant figures.
- ✓ Curriculum combining content and teaching styles in order to deliver enrichment, deepening and broadening.
- ✓ Combining team learning with individual learning.
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The structure of a curriculum adequate for gifted children

The structure of a curriculum for gifted classes -2:

- ✓ Creating the path for partnership and active involvement of the pupil – involving him with choosing the content of his studies and the way it will be delivered to him and making him a full partner in the pedagogic process.
- ✓ Matching the studied content to the individual and to the class, in terms of acceleration, scope and the way they will be presented.
- ✓ Including the parents as partners to the educational process within the gifted classes in terms of mutual decision making, supporting, updating and general involvement.
- ✓ Including potential role models in the curriculum.

Building the skeleton for the curriculum

- ✓ The skeleton will be constructed while integrating emotional and social process as well as relating to values and their importance, to answer the year to year continuity while integrating content from science, humanities and art.
- ✓ The skeleton will be constructed as a perennial spiral, by the school educational staff with the pedagogic instructor. The program will relate to distribution of content and skills in every age area to allow maximum exposure to the gifted children.

Building the skeleton for the curriculum

- ✓ The skeleton will be constructed according to the following parameters:
- ✓ Desired content and skills matching the needs and interest of the gifted and the learning opportunities we want to offer.
- ✓ In every age layer the gifted should be exposed to all the fields, science. Humanistic and art.
- ✓ In of coordination between the gifted class in the regular school and the gifted school to which they go once a week.

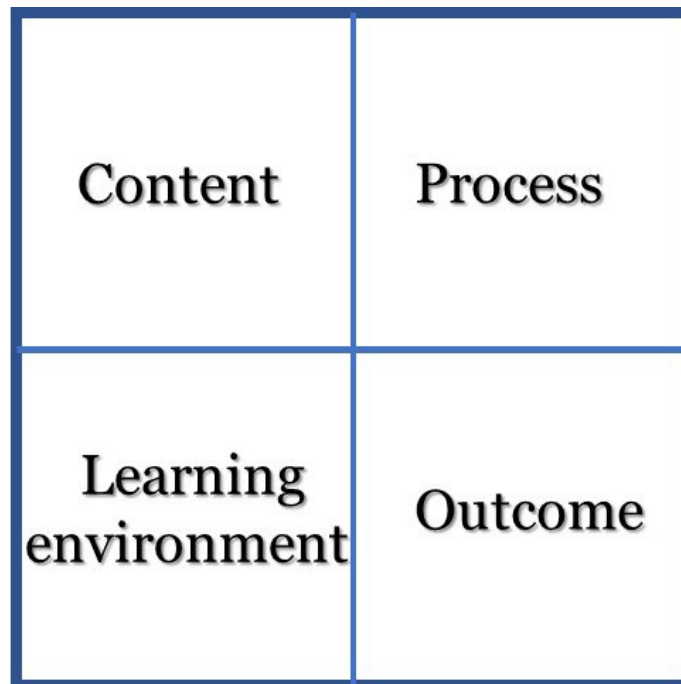
Building the skeleton for the curriculum

- ✓ Coordination between the age layers to create a educational perennial.
- ✓ Coordination between the classes at school and external entities and programs like academic seminars, enriching programs etc.
- ✓ Integrating the curriculum with multidisciplinary and intradisciplinary content to answer the gifted curiosity.
- ✓ Skills of the 21st century beside rhetoric, logics and philosophy.

Creating a full pedagogic approach and program

Model for creating direct pedagogy for gifted

(Joan maker 1982 – renewed)



Creating a full pedagogic approach and program

Content:

- ✓ Simplification
- ✓ Complexity
- ✓ Ex-curriculum
- ✓ Life itself
- ✓ Reorganize for learning
- ✓ Values
- ✓ Issues from the real world
- ✓ Content chosen by pupil
- ✓ Learning environment

Process:

- ✓ Complex thinking
- ✓ Experts' research methods
- ✓ Assembling research hypothesis
- ✓ Learning through research
- ✓ Open self-experiment
- ✓ Flexible learning pace
- ✓ Reflection and study
- ✓ Pupil choose process
- ✓ Variety and diversity

Creating a full pedagogic approach and program

Learning environment:

- ✓ Excepting
- ✓ Complex
- ✓ Flexible
- ✓ High mobility
- ✓ Independence
- ✓ Concentrating on the pupil
- ✓ Openness
- ✓ Teams in a flexible organization

Outcome:

- ✓ Authentic audience
- ✓ Evaluation, assessment and feedback
- ✓ Pupil chooses outcome
- ✓ Formation and transformation
- ✓ Variety and diversity

Liberated teaching while being demanding

The rational:

- ✓ There is no point for frontal teaching.
- ✓ Emphasis on process and not on accumulating knowledge.
- ✓ The teacher as a supervisor on learning processes.
- ✓ Creating dynamic learning process that progress in light of the both the class and the teacher.

Liberated teaching while being demanding

Basic principles:

- ✓ Liberated teaching - The teacher as a guide and not a leader.
- ✓ Demanding teaching – high expectations and self-learning.
- ✓ Creating class internal culture – the teacher is not the sole owner of knowledge. Class take responsibility for the learning.

Liberated teaching while being demanding

Modus operandi:

Designing the curriculum and choosing subjects and materials

Teaching process 1 – self learning

Teaching process 2 – common and shared conversation

Demonstration of understanding

Getting organized – space, time and technology

Formulated evaluation

Developing emotional resilience among gifted children.

- ✓ One of the key ideas behind "Emotional response" is that part of role of the teacher is to help the gifted to develop emotional and mental resilience.
- ✓ How to cope with this huge task? There is no recipe.
- ✓ We can mark a series of messages of emotional resilience. In the specific context of the gifted, it's worth thinking about how these messages can be corresponded with the class.

Developing emotional resilience among gifted children.

The messages are:

- ✓ Multiple points of view: developing the sense that the pupil's point of view is only one of many possible it is important to understand it in order of developing relations with others.
- ✓ The understanding that every experience is temporary and changing: The understanding of the fluency of life, of past- present and future, accumulative knowledge and experience as a path for development.

Developing emotional resilience among gifted children.

The messages are:

- ✓ Friendliness and Humor: moderating the seriousness often characterized the gifted, lighting up and joke on things as a mean of blending in external society.
- ✓ See the positive: gifted as analytics tend to look for the negative, the deviant and the wrong. This tendency should be balanced with opposite experiences.

Developing emotional resilience among gifted children.

The messages are:

- ✓ The power of togetherness and belonging: the individual cannot satisfy his needs solely. We need the other, to relate to him. The gifted need to explore a common language with the surrounding to experience belonging.

Developing emotional resilience among gifted children.

The messages are:

- ✓ The power of influencing: gifted has the ability and the tendency to capture the “big picture” and sometimes feel inferior, powerless and despair via those “big pictures”. The story of David vs. Goliath is a key subject where the inferior with his wisdom defeat the evil.

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The messages are:

- ✓ Multiple ways to exist in the world: Gifted tend to see themselves as irregular and strange to the society. They tend to become introvert. They need guidance to go out to the world and be part of it using their strengths to become equal and influencing member of their community.

Developing emotional resilience among gifted children.



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

Rational:

- ✓ Gifted develop at the age of elementary school a justified self-perception of having higher learning abilities. This perception is based on the scope of successes and the feedback from their surroundings.
- ✓ Secondary school is the first place when they actually can experience difficulties and even failures coping with the academic learning.

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Rational:

- ✓ This experience meets them without the necessary resilience and might lead to discouraging and even avoiding behaviors.
- ✓ Those failures might become designing experience to mature behavior, resilience and strength.

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

Goals of the teaching practices:

- ✓ Developing capabilities and resilience allowing coping with difficulties and failures.
- ✓ Developing the capabilities of working in uncertain conditions.
- ✓ Developing meta-cognitive skills.
- ✓ Building a class environment in which difficulties and failure are not connected to “not being smart enough”.

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

Basic principles of the teaching practices:

- ✓ Confronting the difficulties and the failures.
- ✓ Working in uncertain conditions.
- ✓ Class climate nurturing learning.
- ✓ Working on reflection and meta-cognitive skills.

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Confronting the difficulties and the failures.

- ✓ Delivering very difficult assignments.
- ✓ Condense or partial teaching.
- ✓ Emphasize mistakes – but not the mistaken person.
- ✓ Specification of the difficulty.

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

Working in uncertain conditions.

- ✓ Leaving questions open and unsolved.
- ✓ Teacher avoids relating to answers and solutions.
- ✓ Practicing a technique to achieve solution without understanding it (like in mathematics).
- ✓ Modeling of solving exercises by the teacher.

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

Class climate nurturing learning.

- ✓ Giving legitimacy to not understanding or difficulties.
- ✓ Criticizing patronizing, snobbish and arrogant behaviors.
- ✓ Learning from mistakes.
- ✓ Developing asking skills rather answering ones.

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

Working on reflection and meta-cognitive skills.

- ✓ Delivering self-study assignments and later reflect on the process rather than on the outcomes.
- ✓ Sharing pedagogic considerations as for assignments given.
- ✓ Mutual learning before an examination.

Historic role play – becoming a gifted teacher

Goals of the teaching practice:

1. Significant and challenging learning
2. A response to the multiple-intelligences and the scope of roles in the class.
3. An opportunity to inter-related work among the gifted – nurturing social aspects.
4. Responding to the gifted need for autonomy.

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Basic principle of the teaching practice:

1. Pupils work in teams, conduct research and create knowledge around the chosen subject.
2. Having a significant assignment – thought and arranged.
3. The assignment demands complicated processing of data and knowledge.

Historic role play – becoming a gifted teacher

Preparation needed:

1. Selecting the subject that will be the base for the assignment.
2. Defining the purpose and the goals of the assignment.
3. Dividing the assignment to sub-assignments to be delivered to the different groups.
4. Dividing the pupils to the groups, after close consideration and delivering the considered matched sub-assignments.

Historic role play – becoming a gifted teacher

Modus operandi:

1. Prolog and introduction.
2. Dividing class to teams.
3. Team research and understanding the sub-assignments.
4. Teams get organized –dividing responsibilities.
5. Assignment launched.
6. Work process – teams work to deliver.
7. The final product combined.
8. Understanding and analysis of results and process.
9. General evaluation on delivery – process and results.

The diagram illustrates a two-stage tournament structure. Stage 1 consists of six teams, each with four players. Stage 2 consists of four teams, each with five players. The teams are arranged in two rows, with Stage 1 teams on top and Stage 2 teams below them.

Stage 1

- Team 1: 1., 2., 3., 4.
- Team 2: 1., 2., 3., 4.
- Team 3: 1., 2., 3., 4.
- Team 4: 1., 2., 3., 4.
- Team 5: 1., 2., 3., 4.
- Team 6: 1., 2., 3., 4.

Stage 2

- Team a: 1., 1., 1., 1., 1.
- Team b: 2., 2., 2., 2., 2.
- Team c: 3., 3., 3., 3., 3.
- Team d: 4., 4., 4., 4., 4.

The dual glasses model for teaching in gifted classes.



At the front:

Central goal

Curriculum

Cognitive-emotional orientation

Evaluation & assessment

Interest & techniques



At the back:

Challenge

Skills

The gifted pupil

Dialog approach

Designed evaluation

The dual glasses model for teaching in gifted classes.



In the middle:

Knowledge of pedagogic content

Knowledge of subject content


Knowledge of the educational content

Values

Norms



Let's
SUMMERIZE






GATE project 1st Learning, Teaching and Training Activity (LTIA)

October 17-21, 2022
Kaunas Lithuania

Seminar by
Dr. Yehuda Hamovitz

1

GATE dissemination workshop
Workshop's program

Day 1 - The gifted arena.
Day 2 -The image of the gifted children's teacher.
Day 3 -Learning strategies and assembling a Lesson.
Day 4 - Participants give monitored and feedbacked lessons.
Day 5 - Teaching techniques and learning strategies.



2




Teaching techniques and learning strategies

Day 5

3

-Teaching techniques and learning strategies

The holistic-cognitive approach to teaching gifted children.
 The social emotional approach to teaching gifted children.
 The structure of a curriculum adequate for gifted children.
 Building the skeleton for the curriculum.
 Creating a full pedagogic approach and program.
 Liberated teaching while being demanding.



4




Teaching techniques and learning strategies


Developing emotional resilience among gifted children.
 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.

5

The holistic-cognitive approach to teaching gifted children



Physical & gross motor
 Fine motor
 Sensory
 Self-help
 Language
 Cognitive
 Emotional
 Social
 Spiritual



Physical & Gross Motor
 Fine Motor
 Sensory
 Self-help
 Language
 Cognitive
 Emotional
 Social
 Spiritual

Holistic Development

6

The holistic-cognitive approach to teaching gifted children

Physical & gross motor: structure, concept, theme

Fine motor: subjects, interests, sources

Sensory: touching, hugging, getting dirty, working physically

Self-help: self-learning, gaining information, resilience

Language: commonly used terms, wording, expressing



Cognitive: understanding situations and generalization

Emotional: developing resilience, patience

Social: ability to share, working in a team

Spiritual: developing concept of the world, values

7

The social emotional approach to teaching gifted children

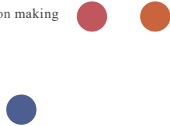
Self-awareness

Responsible decision making



Relationship skills

Social awareness

Self-management



8



The social emotional approach to teaching gifted children

Self-awareness:
How do I look? How do I behave? How am I perceived?

Responsible decision making:
Taking decisions that serves my interests.

Relationship skills:
Interacting with peers, with the surrounding (that might be inferior to me), with sources of authority.

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The social emotional approach to teaching gifted children

Social awareness:
What is going on around me? What am I expected to do?

Self-management:
Coping with everyday duties and responsibilities.

10






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The structure of a curriculum adequate for gifted children

The structure of a curriculum for gifted classes - 1:
The curriculum will be built with the involvement of the teachers in the gifted classrooms, as well as pedagogic instructors and other relevant figures.
Curriculum combining content and teaching styles in order to deliver enrichment, deepening and broadening.
Combining team learning with individual learning.
Creating challenging learning experience, that suits the level of pupils and the scope of their knowledge and the relevancy for them. The curriculum should allow deepening, complexity bridging between different fields and aim for promoting creativity, curiosity and doubt.

11

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The structure of a curriculum adequate for gifted children

The structure of a curriculum for gifted classes -2:
Creating the path for partnership and active involvement of the pupil - involving him with choosing the content of his studies and the way it will be delivered to him and making him a full partner in the pedagogic process.
Matching the studied content to the individual and to the class, in terms of acceleration, scope and the way they will be presented.
Including the parents as partner to the educational process within the gifted classes in terms of mutual decision making, supporting, updating and general involvement.
Including potential role models in the curriculum.

12



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Building the skeleton for the curriculum

The skeleton will be constructed while integrating emotional and social process as well as relating to values and their importance, to answer the year to year continuity while integrating content from science, humanities and art.

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14



AN INTERNATIONAL
CONFERENCE

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Coordination between the age layers to create a educational perennial.

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Integrating the curriculum with multidisciplinary and intradisciplinary content to answer the gifted curiosity.

Skills of the 21st century beside rhetoric, logics and philosophy.



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Creating a full pedagogic approach and program

GATE Firsted by the European Union
 Model for creating direct pedagogy for efficient learning

(Jean Piaget 1942 - present)

Content:	Process:
Simplification	Complex thinking
Complexity	Experts' research methods
Ex-curriculum	Assembling research
Life itself	Learning hypothesis
Reorganizing for learning	Learning through research
Values	Open self-experiment

Issues from the real world	Flexible learning pace
Content chosen by pupil	Reflection and study
Learning environment	Pupil choose process
	Variety and diversity

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Creating a full pedagogic approach and program

Learning environment:

- Excepting
- Complex
- Flexible
- High mobility
- Independence
- Concentrating on the pupil
- Openness
- Teams inflexible organization

Outcome:

- Authentic audience
- Evaluation, assessment and feedback
- Pupil chooses outcome
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Liberated teaching while being demanding

The rational:
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Liberated teaching while being demanding

Modus operandi:

Designing the curriculum and chose instruments and materials

Teaching process - self learning



Learning process - communication and collaboration

Assessment - self reflection

Getting and Inized - space, time and technology

Formulated evaluation

21






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Developing emotional resilience among gifted children.

One of the key ideas behind "Emotional response" is that part of role of the teacher is to help the gifted to develop emotional and mental resilience. How to cope with this huge task? There is no recipe. We can mark a series of messages of emotional resilience. In the specific context of the gifted, it's worth thinking about how these messages can be corresponded with the class.

22






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GATE

TRAINING FOR TEACHERS
PROGRAMME TO SUPPORT GIFTED
AND TALENTED CHILDREN




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TRAINING FOR TEACHERS
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AND TALENTED CHILDREN




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GATE

TRAINING FOR TEACHERS
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Multiple ways to exist in the world: Gifted tend to see themselves as irregular and strange to the society. They tend to become introvert. They need guidance to go out to the world and be part of it using their strengths to become equal and influencing member of their community.

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Developing emotional resilience among gifted children.



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

Rational:

Gifted develop at the age of elementary school a justified self-perception of having higher learning abilities. This perception is based on the scope of successes and the feedback from their surroundings. Secondary school is the first place when they actually can experience difficulties and even failures coping with the academic learning.

29



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

Rational:

This experience meets them without the necessary resilience and might lead to discouraging and even avoiding behaviors. Those failures might become designing experience to mature behavior, resilience and strength.

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Fun

!:.cn:-
PROGRAMME

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

Goals of the teaching practices:

- Developing capabilities and resilience allowing coping with difficulties and failures.
- Developing the capabilities of working in uncertain conditions.
- Developing meta-cognitive skills.
- Building a class environment in which difficulties and failure are not connected to "not being smart enough".






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

Basic principles of the teaching practices:

- Confronting the difficulties and the failures.
- Working in uncertain conditions.
- Class climate nurturing learning.
- Working on reflection and meta-cognitive skills.



Fun

!:.cn:-
PROGRAMME

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

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Leaving questions open and unsolved.
Teacher avoids relating to answers and solutions.
Practicing a technique to achieve solution without understanding it (like in mathematics).
Modeling of solving exercises by the teacher.

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

Class climate nurturing learning.

Giving legitimacy to not understanding or difficulties.
Criticizing patronizing, snobbish and arrogant behaviors.
Learning from mistakes.
Developing asking skills rather answering ones.

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

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Delivering self-study assignments and later reflect on the process rather than on the outcomes.
Sharing pedagogic considerations as for assignments given.
Mutual learning before an examination.

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Historic role play - becoming a gifted teacher

Goals of the teaching practice:

1. Significant and challenging learning
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39






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Historic role play- becoming a gifted teacher

Modus operandi - example:



Stage 1

Team1 1. 2. 3. 4.	Team2 1. 2. 3. 4.	Team3 1. 2. 3. 4.	Team4 1. 2. 3. 4.	Team5 1. 2. 3. 4.	Team6 1. 2. 3. 4.
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Stage2

Team a 1. 2. 3. 4.	Team b 1. 2. 3. 4.	Team c 1. 2. 3. 4.	Team d 1. 2. 3. 4.
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The dual glass model for teaching in gifted classes

At the front:

Central goal
Curriculum
Cognitive-emotional orientation
Evaluation & assessment
Interest & techniques

At the back:

Challenge
Skills
The gifted pupil
Dialog approach
Designed evaluation

42

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 The dual glasses model for teaching in gifted classes.

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In the middle:
 Knowledge of pedagogic content
 Knowledge of subject content
 Knowledge of the educational content
 Values
 Norms

43

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 PROGRAMME FUNDING
 RECEIVED TO SUPPORT GATED
 AND TALENTED STUDENTS

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 PROGRAMME FUNDING
 RECEIVED TO SUPPORT GATED
 AND TALENTED STUDENTS

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**Thank you, all of you
 From all of us.**



45

**Thank you, all of you
From all of us.**

