



Funded by
the European Union



GATE

TEACHERS TRAINING PROGRAMME
FOR SUPPORTING GIFTED
AND TALENTED STUDENTS

TRAINING PROGRAMME

Teachers Training Programme
to Support Gifted
and Talented Students (GATE)

2022 - 2024

Information about the project

Project is developed under "Erasmus+" programme
KA220 – Cooperation partnerships in school education
2021-1-LT01-KA220-SCH-000027713

 www.gate2gifted.eu
 [Gate2gifted](https://www.facebook.com/Gate2gifted)

Period: 01.01.22 - 30.04.2024

Project's partners

1. VšĮ "eMundus" (En., Public institution "eMundus"), Lithuania
2. Vytauto Didžiojo Universitetas (En., Vytautas Magnus University), Lithuania
3. Informācijas sistēmu menedžmenta augstskola (ISMA) (En., ISMA University of Applied Sciences), Latvia
4. Зинев Арт Технологии (En., Zinev Art Technologies), Bulgaria
5. מרכז רון ורדי (En., Ron Vardi Center), Israel

Project's coordinating institution's contact information

VšĮ "eMundus"

Kaunas, Lithuania



emundus.lt



info@emundus.lt



emundus.lt



MCMXXII
VYTAUTO DIDŽIOJO
UNIVERSITETAS



All about excellence



Authors: Adi Ritter, Amnon Sadovski, Bracha Zvilich, Yehuda Hamovitz, Einav Ofir, Eti Tal-Monar, Michal Keren, Michal Mor, Lisa Benjo, Michal Keren, Nava Ogen, Offer Keren, Yaara Benitzhak, Roni Zohar Tali Lacks-Zur Shiri Lev-Ari

Editors: Yehuda Hamovitz, Gary Rowlands

Collaborators: Vida Drąsutė, Rūta Kuodienė, Nida Juozaitienė, Laima Daukšytė - Koncevičienė, Zornitsa Staneva, Diana Zmicerevska

Designer: Jocyte Goda



creativecommons.org/licenses/by-nc-nd/

- 1st training programme of GATE project consists of 40 hours
- NAME of Training programme: **Teachers Training Programme to Support Gifted and Talented Students**
- The 1st GATE Learning Teaching Training Activity (LTTA) in purpose to test the program was organized: October, 2022, Kaunas, Lithuania
- Target group: teachers, non-formal education providers, gifted children educators (beginners), school administration
- Supportive material: <https://www.gate2gifted.eu/r2/>

Annotation:

Modern countries design national programs to promote gifted children and invest increasing budgets in doing so. The long-term investment in those children aims to develop the country's educational systems, research institutes, hi-tech industry, social and political leadership and the way to maintain the stronger parts of the society within the country. Those nurtured gifted children become the future leaders of the country whether it is academy, politics, industry and in every segment of the society. A learning society is a society that grows, modernize and pulls itself to be part of the developed and rich countries.

The values of GATE programme are:

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.

Main aim of the programme:

To build an educational background for teachers and gifted children educators as well school actors who have to have knowledge in how to recognize and work with gifted children, that (1) will trace, select, teach and educate the gifted children as well (2) giving children from all layers of society a fair and equal chance to bring forward their qualities and abilities and (3) to develop a perception of personal excellence, moral and social responsibility aside involvement and personal commitment to the environment and to the other.

Objectives of the programme:

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.

Content of the programme (consistency of implementation: topics, type of sessions (theory/practice/independent work), modalities (contact/distance/blended) and duration) :

Means of assessing the competence(ies) to be acquired/developed:

- Knowledge and skills in Gifted students education
- Knowledge of the characteristics, behaviors and sociability of the gifted child
- Knowledge about characteristics of the teacher: background and education. models identifying the effective teacher
- The holistic-cognitive approach and the social emotional approach to teaching gifted children
- Knowledge about the gifted classroom – understanding and applying
- Knowledge and application of strategies, innovative methods and teaching methodologies
- Ability to actively provide educational content for gifted children

- Design of a curriculum for Gifted students education
- Open-mindedness and collaboration
- Team work
- Evaluation of others work

PRESENTATIONS: <https://www.gate2gifted.eu/r2/>

*Time period are flexible and can be changed according to the participants

Topic and subtopics	Duration (hours)	Goal By the end of the training session, learners should be able to:	Objectives	Methods (problem-based, project-based, Experiential learning...)	Slides and links to folder; Resources & Literature
1st day of training (7,5 hours (10 academic hours)) - The gifted arena					
Introduction to GATE training programme	1	To introduce the context, aim, of GATE project as well the content of methodical material and didactical material structure	To get acquainted participants with the context of the project and training material (theory and practise)	Presentation	Project and its methodical material + didactical material presentation
Definitions of giftiness	1	To present and explain the main principles of giftedness and definitions the gifted child that teacher would	<ol style="list-style-type: none"> 1. To present the giftedness context 2. To present the definition of gifted children 3. To present and to 	Presentation (20min) Interactive exercises (How many squares?) (10 min) Interactive discussion (30 min)	Link to GATE booklet part 1 - https://www.gate2gifted.eu/r2/ Page 8

		understand the difference between...	acknowledge with types of gifted children 4. ...		
Measuring, testing and identifying the gifted child	3	To present the background and philosophy of testing and get acquainted with the various tool to assess and measure giftness age related.	<ul style="list-style-type: none"> - History and background of human assessment. - Technical definition of giftness - How people are tested and hoe to conclude giftness - Various tools and mechanism, age related, to measure and test giftness. 	Presentation (45 min) Exercises, (evaluative cards, examples of tests, interview skills, asking questions, effective listening & feedback) (1.5 h) Sensitive observation (distance) (45 min)	Link to GATE booklet part 1 - https://www.gate2gifted.eu/r2/ Page 11
The characteristic, behaviours and sociability of the gifted child along his maturation period	1.5	Understanding the different characteristics of the gifted and the way to handle them	<ul style="list-style-type: none"> - Emotions and emotional development. - Strategies for handling strong feelings of gifted children - Social development and skills of gifted children - Strategies for helping gifted children get along with others - Strategies for managing family rules and routines 	Presentation (30 min) Interactive simulation (1 h)	Link to GATE booklet part 1 - https://www.gate2gifted.eu/r2/ Page 25

			- Strategies for handling frustration		
Expectations from the identified gifted child in terms of academic abilities, learning pace, learning difficulties	1	This program is based on the development of talents, observed and hidden, within gifted pupils. This is done for a reason and there are expectations.	<p>We Expect that the graduate will:</p> <ol style="list-style-type: none"> 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 	<p>Presentation (30 min) Internal discussion (30 min) Participants view</p>	<p>Link to GATE booklet part 1 – https://www.gate2gifted.eu/r2/</p> <p>Page 31</p>

			humanity.		
Reflection	0,5		To review and make a summary of the day topics and answered questions	Group discussion. Q & A	

*Time period are flexible and can be changed according to the participants

Topic and subtopics	Duration (hours)	Goal By the end of the training session, learners should be able to:	Objectives	Methods (problem-based, project-based, Experiential learning...)	Slides and links to folder; Resources & Literature
2nd day of training (7,5 hours (10 academic hours)) - The image and characteristics of the gifted children's teacher					
Foundation of the adequate teacher for gifted children	2	While looking for the adequate teacher to teach the gifted we are looking for a certain figure and persona that can develop the gifted to their maximum potential.	<ol style="list-style-type: none"> 1. One who is not afraid from this mission. 2. Present a strong and firm personality. 3. Have the desire to learn and develop 4. Allows itself to be involved in all life aspect of the pupil. 5. Well educated, well trained and will access to 	Presentation (45 min) Participants view (15 min) Self-assessment (15 min) Discussion (45 min)	Link to GATE booklet part 2 - https://www.gate2gifted.eu/r2/ Page 3

			multiple sources of information.		
Characteristics of the teacher: background and education. Models identifying the effective teacher	1.5	Who is the teacher that can take upon her/himself the responsibility of educating and teaching gifted pupils?	<ol style="list-style-type: none"> 1. One who is not afraid from this mission. 2. Present a strong and firm personality. 3. Have the desire to learn and develop 4. Allows itself to be involved in all life aspect of the pupil. 5. Well educated, well trained and will access to multiple sources of information. 	Presentation Practise	<p>Link to GATE booklet part 2 - https://www.gate2gifted.eu/r2/</p> <p>Page 7</p>
Professional and didactic abilities of the teacher. Closing gaps – evolving from a classic teacher to	2	While searching the right teacher we should pay attention to the candidate abilities to transform from a classic teacher to a teacher for gifted pupils with all its specialities and differences. This should be embedded in his/her personality as well as academic abilities	<p>Introducing 4 models:</p> <ul style="list-style-type: none"> - 12 characteristics for the effective teacher for gifted children: (Hultgren & Seely 1982) - What Do Students Look for in a “Good” Teacher? (M. Khalil & Z. Accariya 2016) - Good Teachers: (Avinon 2004) - The gifted teacher 	<p>Presentation (45 min) Task in teams (ranking questionnaires) (45 min) Group discussion (30 min)</p> <p>See questionnaire no. 1</p>	<p>Link to GATE booklet part 2 – https://www.gate2gifted.eu/r2/</p> <p>Page 13</p>

a gifted one.			should know how to: (Alleducationschools.com 2022)		
The gifted classroom – understanding and applying. The gifted classroom and a natural development arena	2	1. The gifted classroom should include the possibility of providing a comprehensive educational response to the gifted, focusing on their being well. 2. The ability of this class as an educational setting touching this topic optimally is derived from some of its characteristics:	<ul style="list-style-type: none"> - Being a classroom within the school - The ability to produce a holistic view, based on the understanding that the cognitive aspect emphasized in the emotional aspect. - The opportunity to produce the gifted classroom as a common development space for the individual pupil, the class and the teachers. 	Presentation (30 min) Task in teams (ranking questionnaires) (45 min) Group discussion (45 min) See questionnaire no. 2	Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 9
	0.5	Reflection	To review and make a summary of the day topics and answered questions	Group discussion Q & A	

Topic and subtopics	Duration (hours)	Goal By the end of the training	Objectives	Methods (problem-based, project-based, Experiential)	Slides and links to folder;
---------------------	------------------	------------------------------------	------------	--	-----------------------------

		session, learners should be able to:		learning...)	Resources & Literature
3rd day of training (6 hours (8 academic hours)) – The gifted classroom understanding & applying					
Building curriculum	1	To build adequate curriculum for teaching gifted classes	To structure a curriculum To build a basic skeleton	Understanding (40 min) Practise (20 min)	Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 10
Individual monitored lesson assembly	1	Basic mechanism and approach to gifted teaching and learning; Matching teaching methods to subjects and listeners	Understanding the teaching and learning mechanism arena	Understanding (40 min) Practise (20 min)	Link to GATE booklet part 3 - https://www.gate2gifted.eu/r2/ Page 12
The holistic-cognitive approach to teaching gifted children. The social emotional approach to teaching gifted	1.5	Introducing a developing model that sees the situation and the pupil as and holistic-cognitive system that needs to develop all its parts in order to fully function.	The components are: Physical & gross motor Fine motor Sensory Self-help Language Cognitive	Understanding (30 min) Practise (40 min) Group discussion (20 min)	Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 6

children			Emotional Social Spiritual		
The social and emotional approach to teaching gifted pupils	1		Self-awareness Responsible decision making Relationship skills Social-awareness Self-management	Understanding (20 min) Practise (20 min) Group discussion (20 min)	Link to GATE booklet part 3 - https://www.gate2gifted.eu/r2/ Page
The structure of a curriculum adequate for gifted children.	1.5	Building the adequate curriculum for gifted classes and pupils is a very complicated and sensitive process that need to be handle with extra care and preciseness	Main subjects: - The structure of a curriculum for gifted classes - Building a skeleton for a curriculum - Subjects, tools and mechanism of teaching - Basic mechanism and approach to gifted teaching and learning - Matching teaching methods to subjects and listeners.	Defining and learning (40 min) Practise (30 min) Group discussion (20 min)	Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 11
Creating a full pedagogic	1.5	1. Teaching gifted children is a profession.	Model for creating direct pedagogy for gifted	Defining and learning (40 min) Practise (30 min)	Link to GATE booklet part 3 –

<p>approach and program. Liberated teaching while being demanding. Developing emotional resilience among gifted children</p>		<p>The teaching staff of the gifted classes should specialize in this have continues to study and deepen the subject.</p> <p>1. 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.</p> <p>2. How to cope with this huge task? There is no recipe.</p> <p>3. 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</p>	<p>(Joan maker 1982 – renewed) Components: Content Process Learning environment Outcome.</p> <p>The messages are:</p> <ul style="list-style-type: none"> - Multiple points of view. - The understanding that every experience is temporary and changing. - Friendliness and Humour. - See the positive - The power of togetherness and belonging - The power of influencing - Multiple ways to exist in the world 	<p>Group discussion (20 min)</p>	<p>https://www.gate2gifted.eu/r2/</p> <p>Page 27</p>
--	--	--	--	----------------------------------	---



		class.			
	0,5	Reflection	To review and make a summary of the day topics and answered questions		

*Time period is flexible and can be changed according to the participants

Topic and subtopics	Duration (hours)		Goal By the end of the training session, learners should be able to:	Objectives	Methods (problem-based, project-based, Experiential learning...)	Slides and links to folder; Resources & Literature
4th day of training (6 hours (8 academic hours)) - Learning and teaching strategies understanding matching & applying						
Practical activity (warm-up activity)	0.5		To warm-up	Introducing the day	Ice-breaking activity	
Basic concept	1		Adapting strategies to teaching	Basic concepts Personal experience Self-development	Presentation (20 min) Personal experience (20 min) Self-development (20 min)	Link to GATE booklet part 3 - https://www.gate2gifted.eu/r2/ Page 14

<p>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.</p>	<p>1.5</p>	<p>Goals of the teaching practices: 1. Developing capabilities and resilience allowing coping with difficulties and failures. 2. Developing the capabilities of working in uncertain conditions.</p> <p>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.</p>	<p>Main topics:</p> <ul style="list-style-type: none"> - Basic principles of the teaching practices: - Confronting the difficulties and the failures. - Working in uncertain conditions. - Working on reflection and meta-cognitive skills. <p>Main topics:</p> <ul style="list-style-type: none"> - Basic principle of the teaching practice: - Preparation needed - Modus operandi 	<p>Presentation (30 min) Personal experience (30 min) Self-development (30 min)</p>	<p>Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 15</p>
---	------------	--	---	---	---

Historic role play - Jigsaw	2	Goals Basic principles The ingenuity Preparation Modus operandi	Implementing Jigsaw model in gifted class	Presentation (30 min) Group activity (60 min) Self-development (30 min)	Link to GATE booklet part 3 - https://www.gate2gifted.eu/r2/ Page 17
The dual glasses model for teaching gifted classes	2	The concept At the back At the middle At the front	Implementing the dual glasses model in gifted class	Presentation (30 min) Group activity (60 min) Self-development (30 min)	Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 19
Class orientation vs. pupil orientation	1	The dilemmas The practise at the gifted class	Understanding dilemma and implementation in class	Presentation (30 min) Group discussion (60 min) Self-development (30 min)	Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 21
Reflection	0,5	Reflection	To review and make a summary of the day topics Q&A		

*Time period are flexible and can be changed according to the participants

*Time period are flexible and can be changed according to the participants

Topic and subtopics	Duration (hours)	Goal By the end of the training session, learners should be able to:	Objectives	Methods (problem-based, project-based, Experiential learning...)	Slides and links to folder; Resources & Literature
5th day of training (6 hours (8 academic hours)) - Learning and teaching strategies understanding matching & applying					
Knowledge and information vs. skills and capabilities	1	The basic principle – learning pyramid Practise at the gifted class The dilemmas	Understanding dilemma and implementation in class	Presentation (20 min) Group discussion (20 min) Self-development (20 min)	Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 22
Model for mapping and the analysis of the lessons in a gifted class	1	Building an adequate lesson that is planned, organized and with time awareness	Familiarization and practising implementation of the model	Presentation (20 min) Practise (20 min) Self-development (20 min)	Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 24

Creating a full pedagogic approach and program	1	Content Process Learning environment Outcome	Familiarization and practising implementation of the model	Presentation (20 min) Practise (20 min) Self-development (20 min)	Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 27
Liberated teaching while being demanding	1	The rational The goals Basic principles Modus Operandi	Familiarization and practising implementation of the model	Presentation (20 min) Practise (20 min) Self-development (20 min)	Link to GATE booklet part 3 – https://www.gate2gifted.eu/r2/ Page 30
Practise	4	Practising strategies and techniques	Experiential learning	Every participants will deliver the lessons of 10 min of the subject of the choice Assessment and feedback Q&A	
	0,5	Reflection	To review and make a summary of the day topics and answered questions		



Funded by
the European Union



GATE

TEACHERS TRAINING PROGRAMME
FOR SUPPORTING GIFTED
AND TALENTED STUDENTS

2nd TRAINING PROGRAMME

- 2nd training program of GATE project consists of 40 hours
- NAME of Training program: **How to support and educate gifted students to reach their full potential**
- The 2nd GATE Learning Teaching Training Activity (LTTA) in purpose to test the program was organized: March 2023, in Ron Vardi Center, Izrael
- Target group: teachers, non-formal education providers, gifted children educators (who have at least basic knowledge in gifted pupils education), school administration
- Supportive material: <https://www.gate2gifted.eu/r2/>

Annotation of program:

GATE training program (the 2nd edition) continues in its search for the optimal ingredients for a training program aimed to prepare qualified teacher to gain the knowledge and skills to become teachers in gifted classrooms, whether the class is all based on gifted pupils or having gifted pupils as individuals in a regular class.

After 40 hours (5 days) infrastructure of the 1st GATE training (testing of the 1st training program was held in Kaunas, Lithuania) the GATE program is ready to have its second stage of teachers' training as well of 40 hours.

Main aim of the program:

The “GATE” project aims to develop the competences and skills of primary education teachers and mentors in educating gifted children whether the class is all based on gifted pupils or having gifted pupils as individuals in a regular class, thus helping gifted and talented students (age 7-11) to use their full

potential. To prepare qualified educators to gain the knowledge and skills to become professionals in gifted classrooms and to educate gifted pupils in regular classroom.

The training stands on three pillars:

1. Gaining knowledge and sharing experience.
2. Escorting gifted classes teachers at their daily work.
3. Self-experiencing teaching a gifted class.

Objectives of the program:

1. To gain knowledge and share good practice experience in gifted pupils education.
2. To know and analyze cognitive and emotional aspects of the gifted pupils and the way to deal with them as a teacher.
3. To understand the evaluation of the emotional status of the gifted pupil and concluding as for means of intervention.
4. To develop training and courses for teachers who will teach those gifted children allowing them to extract their higher potential.
5. To analyze and acquaintance with the image of the teacher for the gifted class.
6. To understand the gifted pupil in a regular class. Ways to cope, teach and handle.
7. To know how to nurture creativity, innovation and excellence among gifted pupils and their teachers
8. Escorting gifted classes teachers at their daily work
9. Self-experiencing teaching a gifted class

Content of the program (consistency of implementation: topics, type of sessions (theory/practice/independent work), modalities (contact/distance/blended) and duration) :

Means of assessing the competence(ies) to be acquired/developed:

- Knowledge and skills in Gifted students education
- Knowledge of the characteristics, behaviors and sociability of the gifted child
- Knowledge about characteristics of the teacher: background and education. models identifying the effective teacher
- The holistic-cognitive approach and the social emotional approach to teaching gifted children
- Knowledge about the gifted classroom – understanding and applying
- Knowledge and application of strategies, innovative methods and teaching methodologies
- Ability to actively provide educational content for gifted children
- Design of a curriculum for Gifted students education
- Open-mindedness and collaboration
- Team work
- Evaluation of others work
- Time management skills
- Creativity
- Digital literacy

PRESENTATIONS: <https://www.gate2gifted.eu/r2/>

*Time period are flexible and can be changed according to the participants

Topic and subtopics	Duration (hours)	Goal By the end of the training session, learners should be able to:	Objectives	Methods (problem-based, project-based, Experiential learning...)	Slides and links to folder; Resources & Literature
1st day of training (8 hours) - The gifted classroom as a natural development arena					
Knowing the participants and their expectations	0,5	Get to know the project participants through a game.	Self-presentation Group integration Team work	The Game. Participants stand in a circle. The first one says his/her name and shows a movement. Then all participants repeat the name and the movement.	
Review of main points of the 1st training program	1	To present and explain the main principles of the gifted child education remembering the definitions	Why it is important to talk about the gifted child and their needs.		

Yigal Alon secondary and high school	1	Getting to know the environment and education of a regular school.	A comparison between our ordinary school and Israel.		
Observing gifted classes in action	1,5	To experience gifted classrooms in an ordinary school.	Class visits		
Meeting gifted teachers and pupils	1	Meet the talented students and teachers of Yigal Alon School.	We'll know what challenges gifted students and their teachers face.	Interview. Chat.	
The gifted classroom as a natural development arena	2,5	<ol style="list-style-type: none"> 1. The right conditions and environment for a gifted child. 2. Methods used to work with gifted pupils. 3. The main difficulties in working with a gifted child. 	The gifted classroom as 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. Coping with the emotional side of teaching in gifted classes should be immanent part of those teachers training.	Discussion. Rain of ideas. Open workshop	<p>Link to GATE booklet part 3 - https://www.gate2gifted.eu/r2/ Page 38</p>
Where does it hurt?					
The gifted class teacher's emotional needs Open workshop					
Reflection	0,5		Discussion of the day's themes and key issues.		

*Time period are flexible and can be changed according to the participants

Topic and subtopics	Duration (hours)	Authors of proposed material	Goal By the end of the training session, learners should be able to:	Objectives	Methods (problem-based, project-based, Experiential learning...)	Slides and links to folder; Resources & Literature
2nd day of training (8 hours) – Teachers’ panel on “The image of the gifted pupil at the Q2 of the 21st century”						
Teachers' panel on "The image of the gifted pupil at the Q2 of the 21st century"	1	Mrs.	<p>What will you ask in a job interview?</p> <p>Is it good or not to break the frames?</p> <p>What are the skills of G.T. needed?</p> <p>Could you trust “X-ray” or should you give a task to do and see the result?</p> <p>Why the level of personal</p>	<p>We will be able to identify the competences that will be needed for a gifted pupil in the second quarter of the 21st century.</p>	<p>Discussion. Rain of ideas. Teamwork. Collaboration. Each game is a communication between people, which teaches us a lot.</p>	

			<p>engagement matters a lot?</p> <p>Does change hurt?</p> <p>What triggers the gifted child?</p> <p>What is the safe environment for you?</p> <p>And many other questions were discussed.</p>			
Continue panel Guest teachers	2		Self-experience	Q & A		
Developing creativity within gifted teachers	1		Creativity session	Towards creativity ... The creative teacher and student	Creativity	
Case studies of gifted children and their parents: a collaborative learning from success.	1,5		Cooperation between parents, children and teachers as an essential prerequisite for	An analysis of SEL and its importance for the gifted child,	Each game is a communication between people, which teaches us a lot	

			quality education.	parents, teachers		
Developing emotional resilience among gifted	1		How to build emotional resilience in gifted students?		Teamwork. Games. Problem solving. Creativity	
Asking questions	1		How to ask and receive questions?	Developing questioning skills	Presentation Group session	Link to GATE booklet part 3 - https://www.gate2gifted.eu/r2/ Page 42
Summary and reflection	0.5			Discussion of the day's themes and key issues		

*Time period are flexible and can be changed according to the participants

Topic and subtopics	Duration (hours)		Goal By the end of the training session, learners should be able to:	Objectives	Methods (problem-based, project-based, Experiential learning...)	Slides and links to folder; Resources & Literature
3rd day of training (8 hours) - Stereotypes on giftedness						
Stereotypes on giftedness	1,5		Review and analysis of stereotypes of giftedness	Recognize the stereotypes that accompany gifted children.	Film analysis.	"Mona Lisa Smile", "Gifted", "Good Will Hunting", "Billy Elliot", "Quantum Physics", etc. https://www.gate2gifted.eu/movies/
Wellbeing in teaching science	2,5		Improvisation in movements exercises, which were related to wellbeing in teaching science and what is more... to science itself.	Using dance movements in science lessons.	Integrating movement with science.	https://www.youtube.com/watch?v=oLCTJQ-GCLQ https://www.youtube.com/watch?v=A394EW1n5_E

Evaluating the gifted pupil's functional, behavioral and emotional status. Mini seminar	3,5		evaluating the gifted pupil's functional, behavioral and emotional status, as well as about analyzing ourselves.	Rain of thoughts. Teamwork. Collaboration. Problem solving.	SILVER ACE THE INTELLIGENCES TEAM Dr. Dov Yanai's book
Reflection	0,5		Discussion of the day's themes and key issues.		

*Time period are flexible and can be changed according to the participants

Topic and subtopics	Duration (hours)	Goal By the end of the training session, learners should be able to:	Objectives	Methods (problem-based, project-based, Experiential learning...)	Slides and links to folder; Resources & Literature
4th day of training (8 hours) - Teaching techniques and learning strategies					
"Robinson Crusoe" The teacher as a developer of learning materials based on variables	1,5	An introduction to Robinson Crusoe's 21st Century series of lessons for gifted students.	Adapt the scenario in your centers in your country.	Teamwork. Collaboration. Time planning. Problem solving. Creativity.	

and uncertainty.				Methodology at work. Joy and pleasure.	
Liberating teaching - demanding teaching in a gifted environment	2	<p>What is meant by liberal learning? Liberating teaching – demanding teaching in a gifted environment. “Big dance”. In different ways present. Keep learning. “Flip class”. Constantly learning. Rules in the class.</p> <p>To develop many skills.</p>	Raise awareness to different kind of thinking and learning	Presentation Interview	
Watching "Robinson Crusoe" in action	1,5	<p>Teamwork. Collaboration. Time planning. Problem solving. Creativity. Methodology at work. Joy and pleasure</p>	Exploring various classes and speaking with 5th grade pupils and teachers about their projects and their development process, motivating points, challenges, ideas they propose to solve them.	The Robinson Crusoe method - an opportunity for integration and experiential education.	
Constructing scenarios after observing "Robinson Crusoe"	2,5	In groups, they create escape scenarios.	Create a similar scenario working in teams. Exp. “Time travel”		
Reflection	0,5		Discussion of the day's themes and key issues.		

*Time period are flexible and can be changed according to the participants

Topic and subtopics	Duration (hours)	Goal By the end of the training session, learners should be able to:	Objectives	Methods (problem-based, project-based, Experiential learning...)	Slides and links to folder; Resources & Literature
5th day of training (8 hours) - Participants' monitored presentations					
"Thinking Hats" around the challenges of teaching gifted pupils.	1	"Thinking Hats" around the challenges of teaching gifted pupils, lecture provided	The child tells you how he feels. The children then become a support group and strengthen social ties. They feel safe.	Thinking Hats. The Game. Name + how I feel (three ways to say how I feel).	
Teaching "makers" and art in gifted surrounding	2	Practical sessions. Workshops in gifted classrooms.	Teachers will be able to use their experience to organize workshops in their classrooms.	Creative work. Given a cube layout. From it, we create an object ... or not.	It's not a Box, it's...
Teachers' panel – Evolving from the classic teacher to the gifted one.	2,5		The experience gained will stay in the participants' brains,		

			minds and bodies and will be shared with others for the purpose of expanding the community of teachers who will be capable to bring up a wider community of educated gifted pupils.		
Time management for teachers	2	To have flexible yet structured time management	Develop self-awareness of time and the techniques to manage it including sensitive to the time management abilities of others	Short clip Developing awareness Practicing among others	Link to GATE booklet part 3 - https://www.gate2gifted.eu/r2/ Page 45
Summary of the training, reflection	0,5		Discussion of the key issues raised during the training	Reflection	

Questionnaire no. 1

Professional and didactic abilities of the teacher.

12 characteristics for the effective teacher for gifted children

(Hultgren & Seely 1982)

Stage 1 - Rank individually the following 12 characteristics from 1-12.

Stage 2 - Rank them with your team and come to a team rank.

Stage 3 - Reflect on the gap between your rank and your team rank.

Stage 4 - Discuss in class forum.

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



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			

Questionnaire no. 2

The gifted classroom – understanding and applying.

Stage 1 – Write your opinion and perception on the following items.

Stage 2 – Discuss them with you team.

Stage 3 – Come with an agreed team answer to all items.

Stage 4 – Present and discuss in class forum.

Items
Creating a secure and safe place for the gifted pupil in school
Understanding the emotional needs of the gifted pupil.



Combining the higher cognitive abilities and the emotional needs of the gifted pupil.



**Funded by
the European Union**



TRAINING PROGRAMME

Teachers Training Programme
to Support Gifted
and Talented Students (GATE)

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency. Neither the European Union nor National Agency can be held responsible for them.