



Lifelong
Learning
Programme



ADVANCED EDUCATION SYSTEMS AND EDUCATIONAL METHODS FOR GAT CHILDREN

PROJECT GATE

“GIFTED AND TALENTED CHILDREN TEACHER’S AND PARENT’S TRAINING”



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2. EDUCATION SYSTEMS FOR GAT STUDENTS

2.1 Educational organisations providing support for GAT students

The particular European standards and protocols specifically focused on gifted and talented children's support were examined and summarized in our booklet called "European standard education booklet for GAT children" (see the website). Here we list selected educational organisations, projects or programmes in the framework of European Union which provide a specific support to GAT students:

Czech Republic

- Talnet - online to natural sciences

Denmark

- Mentiqa-schools

Germany

- Landesgymnasium St Afra - Hochbegabtenforderung
- Landesgymnasium für Hochbegabte Schwabisch Gmund, English name: State School for Gifted Children

Greece

- CTY Greece at Anatolia College

Lithuania

- The National Student Academy (Lithuania)

Netherlands

- Leonardo schools

Norway

- Tiller Academy

Poland

- Polish Children's Fund

Republic of Ireland

- Centre for the Talented Youth of Ireland

Serbia

- Matematička Gimnazija
- Petnica

United Kingdom

- National Academy for Gifted and Talented Youth
- National Association for Gifted Children
- International Gateway for Gifted Youth

Turkey

- USTZEM - Gifted and Talented Center TURKEY
- MOZAIK Educational Group, Preschool and Elementary School for the Gifted
- TEVİTOL, TEV İnanc Turkeş Highschool
- UYEP, Education Programs for Talented Students, Anadolu University
- UZE, Turkish Institute for Gifted and Talented
- UZYE, Institute of Gifted/Talented People
- CUZDER, Cukurova Ustun Zekalılar Derneği
- Mevlana University; Enrichment Programs for Talented Students
- TUZYEKSAV Koleji

2.2 Good examples related to support for GAT students, their parents and teachers

Bulgaria

Education providers:

The National Science and Mathematics High School – Sofia, The National School of Performing and Screen Arts – Plovdiv, The National School of Fine Arts “Tryavna School of Arts” – Tryavna, The National School of Music and Performing Arts - Stara Zagora, The National School of Fine Arts – Sofia, The National School for Ancient Languages and Cultures – Sofia, The National School of Music – Shiroka Luka

The above schools issue a National Diploma - a prestigious diploma, issued by the Ministry for excellent performance at competitions.

People who work with gifted and talented children: teachers, educators and specialists with a special attitude to education – consultants, scientists, artists etc., parents.

Teachers Education and Training (emphasis on working with gifted children):

- Basic training at the University - subjects related to gifted and talented children, postgraduate programmes, and scientific forums.
- Continuing education: short forms - training courses, seminars, workshops; specializations; forums for exchange of good practices; scientific and practical conferences; projects of the ministry of education for qualification of pedagogical specialists; project "training of teaching professionals" - covers six areas, among which the Project "Training of outstanding teaching professionals" - the target group being gifted and talented students; European projects.

Forms of work:

- In the classroom
- National contests, competitions and other events (with preliminary school and regional circles conducted in advance)
- Global and international competitions (the majority of the gold and silver medals have been won by the teams of Mathematics and Informatics)
- Projects: The Project called "SUCCESS" covers all schools in Bulgaria and offers activities catering for different interests; workshops and others.

The international non-governmental organizations with a significant role in fostering the discovery and development of talented people in the country are:

- Testing performed by MENSA Bulgaria, founded in 1992 as a member of the World Organization of people with high IQ Mensa International;
- Contacts with the European Council for highly talented people – ECHA (European council for High Ability): a series of international conferences, seminars and workshops throughout Europe, a network of national correspondents, accession to the school

board, issuing an international university degree in pedagogy to gifted students. Bulgaria participates in the cooperation of ECHA with the Council of Europe in the development and implementation of programs for work with gifted children, the legislative control over the implementation of differentiated programs in all countries which have signed the Cultural Convention; the establishment of a European Diploma in Education of the gifted, the establishment of a European Centre for sources of information on the gifted children, special care for the "hidden talent" in minority groups and groups with different culture; activities on improving teacher training through mandatory inclusion of elements related to the education and training of talented students –at undergraduate and postgraduate level of pedagogical higher education.

- Contacts with the National Organization for Gifted Children - NAGC (National Association for Gifted Children), covering England, Wales and Northern Ireland, but also an open organization for all European countries. What is interesting here is the provision of adequate conditions for the children so that they can fully develop their talents and providing immediate assistance and support for gifted children, their parents and teachers, as well as for the local educational authority and other professionally engaged institutions.
- Successful international contacts for work with gifted children and young people under the Network of Youth Excellence. Bulgarian academics participate in annual international conferences and meetings.

Through their activities, many national **NGOs** and **civil society groups** contribute greatly to the enrichment of the work with gifted children - mainly in the field of **extracurricular activities**.

Examples:

- The Foundation "St. St. Cyril and Methodius" - research and promotion of the spiritual heritage of St. Cyril and St. Methodius - patrons of Europe, supporting research in education, training, science and culture, support for education, training and creative development of gifted children and gifted young people; support the publications of books for children and young people; organizes and supports symposia and conferences, summer schools and workshops, exhibitions and others.
- Foundation "Future for Bulgaria" – assists the spiritual and intellectual development of the personality of the Bulgarians, the raising of the educational level of young and talented Bulgarians.
- "Eureka" Foundation - supporting talented children and young people in the implementation of projects in the fields of science, technology and management.
- The "Future 21st Century" Foundation.
- The "Paideia" Foundation.
- Foundation "Youth Tolerance".
- National Student Association for Educational Exchange AISEC Bulgaria.



Czech Republic

There are several institutions working with GAT children in the Czech Republic but their activities are not coordinated systematically. There is no comprehensive system of care for GAT children which would be managed systematically on national level.

Some good practices:

Centre for development of gifted children

<http://www.nadanedeti.cz/>

<http://www.nadanizaci.cz/>

Promoter: Institute for research of children, youth and family (University of Masaryk)

- portals with theoretical and practical information on GAT children from the CZ and other countries
- information for parents and teachers
- **project “Gifted pupils”** – project providing support for elementary schools in South Bohemia region

Program PERUN

<http://www.talentovani.cz/>

Promoter: NIDV (National Institute for Further Education)

- PERUN project is the first step to setting up a system for identification and support for students interested in science and engineering fields. The project envisages the development of training activities for youth workers. They also intend to create an expert group for preparing possible solutions in the areas of legislation, finance, etc.
- Within this project there has been undertaken an initiative to form a **Network for talent support**
- **Webportal talentovani.cz** – a portal for providing information on GAT students and supporting cooperation among different stakeholders (organisations, teachers)
- NIDV has a special department called **Talentcentre**
- **Journal “The World of Gift”**

Program Talnet

<http://www.talnet.cz/>

Promoter: NIDV (National Institute for Further Education)

Description:

- Talnet offers in most cases non-competitive six-months to year-long systematic activities for children and young people with an interest in the natural sciences - fields of physics, chemistry, biology, geography, mathematics, astronomy. It also offers applied and multidisciplinary activities. To register for the courses the interested child has to be recommended - preferably a teacher or a parent or other person. In justified cases, the applicant may also recommend itself. Furthermore, candidates can also enrol at specialized centres where they try out to work as an expert (experiments, measurements, observations, etc.).

Methodological portal RVP

<http://rvp.cz/>

Promoter: MSMT (Ministry of Education, Youth and Sports)

- articles and digital learning materials for teachers – focused on work with GAT students

- methodological guidelines for creation of Individual learning plans for GAT students and identification of GAT students + e-learning courses

National institute for education

<http://www.nuv.cz>

- organisation providing information and counselling on the GAT topic

Initiatives of different civic associations supporting GAT children

- Centre for gift: www.centrumnadani.cz
- School for children: www.skoladetem.cz
- Civic association for support of talented youth in the CZ: www.snptm.cz
- Arachne: www.arach.cz



Italy

In Italy, there are several projects focused on support for GAT students. Here are the most interesting of them:

Project "E. T. EDUCATION TO TALENT"



With the approval of this project, by the DGR 1192/2012, the Veneto Region has decided to support the experimental realization of a training activity for teachers on topics and issues related to children with good cognitive potential in order to promote their educational success at school.

The Project "Talent Education to strengthen the potential in the school system," is at its third year of running.

Specifically, the main objectives wind through the following focal points:

1) Activities under the project "E. T. Education to Talent" in favour of educational institutions:

- fostering the information and the training of teachers in relation to the issues related to students with "high potential cognitive" so that they will be able to recognize gifted students;
- encourage the adoption of alternative teaching approaches and ensure that teachers can acquire instruments to intervene in the most appropriate way;
- prepare for the possibility of curricular changes;
- adopt measures to support these students "with a high cognitive potential";
- sensitize school communities on these issues.

2) Activities for the families of children with high cognitive potential

- Assist students with a good cognitive potential and their families in the path of personal, school and social adaptation, via support activities carried out by experienced personnel
- A special counseling office: information, guidance and assistance on the issue
- Coaching activity. The goal of the coaching activities with parents is that they will be able to acquire skills and methodologies to be applied in the family in order to foster attitudes and behaviors that favor the development of the boys according to their peculiarities, in harmony with the environment.



Gifted And Talented Education (**GATE**) – Italy

This organization is a National Scientific Association, nonprofit, which brings together leading national and international experts on the issues of intellectually gifted persons and of special educational needs. It foster multidisciplinary work groups to respond to the emerging needs of the gifted person during childhood and to the needs of his/her family.

Through an interdisciplinary team, it supports the Ministry of Education, regions, educational institutions and teachers, to reform and update the educational offer so that it can respond to the emerging needs of students with high intellectual potential.

The main purpose of the association is to support the human potential by helping everyone to harmonize the "know how" and "know how to be" in the entire life cycle.

The Scientific Association GATE-Italy also promotes university research to explore the themes related to the Intellectual gifted persons. GATE-Italy in cooperation with the Department of Developmental Psychology and Socialization (University of Padua) has promoted a project "Gifted Teaching: educate the human potential as a resource".

It has also worked with the project promoted by the Veneto region "**to Talent Education**" (DGR 1146 of 07.05.2013).

The initiative is intended mainly for teachers of primary and secondary schools. It aims

- to sensitize teachers on the specific needs of Gifted Children
- and promote the adoption of innovative teaching practices.

The project also included a service for families, activated with ULSS16 of Padua where were offered advice and feedback to the children who were reported by teachers trained. Parents also were able to participate in group coaching.



AISTAP Associazione Italiana per lo Sviluppo del Talento e della Plusdotazione

AISTAP specializes in education and instruction of students with high cognitive ability or a talent in a specific field.

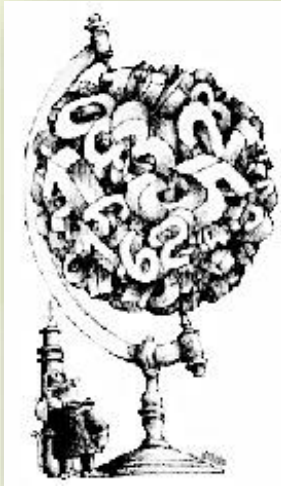
The Association:

- It provides, through a team of outside specialists, useful information to parents for ability assessment, counseling for parents;
- It organizes workshops for young people, summer camps, exchanges with other gifted students abroad;
- It gives support to teachers to help students to develop their full potential within heterogeneous classes, while allowing the other students to develop their own skills.
- It operates as a consulting service for those who, for various reasons, are interested in this issue.

The association, headquartered is located in the Liguria region but it also has offices in Piedmont and Veneto.

COMPETITIONS

In addition to the associations that cater to gifted students by organizing specific projects, in our area organized competitions aimed at particularly gifted individuals within the logical-mathematical area.



The "Autumn Games"

Consisting of a series of mathematical games that students must solve individually in a time of 90 minutes.

The competition involves 3 phases:

Step one

The race takes place within each single institution that participates, under the direction of the Head of the Institute

Step two

The best students compete in the provincial competition

Step three

The best students enter the National phase held at the Bocconi University in Milano

The difficulties of the "Games" are planned according to the different categories: EC (for the students of grade four and fifth grade); C1 (for students of grade six and seven); C2 (for students in grade eighth and nine); L1 (for students of grade ten, eleven and twelve second); L2 (for students in grade thirteen and beyond).

INTERNATIONAL CHAMPIONSHIPS

GAMES OF MATHEMATICAL

Center Pristem - Bocconi University

The slogan of this competition is: "Logic, intuition and imagination"

The philosophy behind it is that "a mathematical game is a problem with an exciting and intriguing enunciation, that arouses curiosity and desire to stop and think. Better still if the same solution, surprise you with its simplicity and elegance". To address them, is not necessary to be aware of any formula or any particularly challenging theorem.

What you need instead are:

- a great desire to play,
- a bit of imagination and intuition that highlights the fact that an apparently very complicated problem, is actually easier than you might expect.

How it is organized

The "International Championships of Mathematical Games" are a race in three stages: the semi-finals (to be held in different locations, the national final (to be held in Milan, "Bocconi",) and the international finals, to be held in Paris.

The complexities of the "games" are provided according to the following categories:

C1 (for students in grade six and seven);
 C2 (for students in grade eighth and nine);
 L1 (for students in grade ten, eleven and twelve);
 L2 (for students in thirteen and top of the first two years of university).
 GP ("general public" for adults only, from the 3rd year of University ... the classic 99 years of age).



COPPA GALILEI

The Galilei Cup is a competition of Mathematics addressed to teams of students from secondary schools in the Verona area.

The competition aims to offer students the opportunity to see mathematics as a team effort with a chance to put their skills in common and to compete for their school. The purpose of the competition is to allow kids to do math with an approach that is both challenging and exciting.

Each school may enter one team of seven students. Each team chooses from among its members a captain, who has the task of distributing the texts to the members of the team and the opportunity to ask questions to the jury, and the delivery agent, which is the only one who can bring solutions to the table of the jury. Captain and delivery agent must be different persons.

The race lasts 90 minutes and consists of 20 problems. The difficulties of the "Games" are planned according to the different categories: EC (for the students of grade four and fifth grade); C1 (for students of grade six and seven); C2 (for students in grade eighth and nine); L1 (for students of grade ten, eleven and twelve second); L2 (for students in grade thirteen).

The aims of the competition are

- to stimulate particularly talented students to emerge
- but also to see that they understand the necessity and the beauty of working together

Lithuania

Taking into consideration the ongoing changes in the Lithuanian education system, as well as political and economic changes; gifted and talented children education trends in EU and other countries, Lithuania is faced with the issue of what model for identification and education of GAT could be used as a methodological background for a GAT education model and system in Lithuania.

GAT children identification is mainly based on the teachers and/or parents' initiatives. Teachers and/or parents are subjective in applying different identification criteria. The most frequently used criteria are high learning performance and achievements in curriculum subjects' competitions ("olympics") or in other the target purpose events.

GAT children are also selected by implementing programmes designed for gifted children.

Public institution "**National students academy**" (VšĮ "Nacionalinė moksleivių akademija", <http://www.nmakademija.lt/>) performs selection procedures to define the gifted in sciences for 7th-10th grade pupils (12-16 years old).

Public institution "**School for Children**" (VšĮ "Mokykla vaikams", <http://mokyklavaikams.lt/>) is implementing programme "**Gifted Children's Academy**" ("Gabių vaikų akademija", <http://gabiuvaikuakademija.lt/sveiki/>), in which takes part selected the 2nd-4th grade pupils (8-11 years old).

Psychologists from **Pedagogical Psychological Services** network in all Lithuania have been trained to apply adapted and standardise tools (Berlin intelligence structure test for children (BIS-HB) and Drawing creative thinking test (TCP-DP)) for identification of GAT (12-16 years old) children.

GAT children who are gifted in arts, their artistic abilities detection are carrying out by the arts education programmes implementing schools according the different methodology systems for search and reveal of children who have high abilities in arts.

The **National M.K.Čiurlionis School of Art** (Nacionalinė Mikalojaus Konstantino Čiurlionio menų mokykla, <http://www.cmm.lt/cms/en/>) performs search and selection of GAT children on the national level. Partly identification of GAT children is also made by municipality non-formal education schools and other education institutions (e.g. music, painting and art schools etc.).

Students who have special education needs because of the exceptional personal talent for art, music and dance are foster to choose schools or conservatories which are implementing specialised and directed education programmes (primary, basic and secondary (gymnasium) schools with specialised arts, music education programmes) such as:

- in Vilnius - **The National M.K.Čiurlionis School of Art** (Nacionalinė Mikalojaus Konstantino Čiurlionio menų mokykla, <http://www.cmm.lt/cms/en/>);

- in Kaunas – **art school** or **Kaunas J.Naujalis Music Gymnasium** (J. Naujalis muzikos gimnazija, <http://www.nmg.lt/>);
- in Klaipėda – **E.Balsys Arts Gymnasium** (E.Balsio menų gimnazija, <http://www.balsiogimnazija.lt/>);
- in Panevėžys - **V.Mikaluskas Art School** (V. Mikalausko menų mokykla, <http://www.menumokykla.panevezys.lm.lt/>);
- in Šiauliai - **S.Sondeckis Art Gymnasium** (S. Sondeckio menų gimnazija, <http://sondeckis.lt/>);
- **Kaunas J.Gruodis Conservatory** (Kauno J.Gruodžio konservatorija, <http://www.konservatorija.kaunas.lm.lt/>);
- **Klaipėda S.Šimkus Conservatory** (Klaipėdos S.Šimkaus konservatorija, <http://klaipedoskonservatorija.lt/>);
- **Vilnius J. Tallat-Kelpša Conservatory** (Vilniaus J. Tallat-Kelpšos konservatorija, <http://www.konservatorija.lt/>).

GAT children could choose some extra curriculum part time schools at higher education institutions where they could develop their abilities/talents in specific fields. There are several this kind schools - “**National Students Academy**”, “**Physics Olympus**”, part time or summer schools for young **Programmers**’, young **Mathematicians**’, young **Chemists**’, **Club of Young Researchers**’ (organised by Lithuanian Centre Of Non-Formal Youth Education, <http://www.lmnsclt/en/>)

GAT children who do not realise their abilities are classified in a group as children with a special education needs. This group is included into classification list of students who have special education needs in March 2012 as a special group of students who do not realise their abilities or talents.



The performed SWOT analysis on GAT children search, identification and education situation in Lithuania before starting to implement “**Building of the Gifted and Talented children search, identification system and improvement availability of schools for these children 2014-2016 Action plan**” (2014) identified some very important strengths as well as weaknesses. The strength is

that exist GAT children’s search and education system, especially in arts, but tools and methodology for search and identification are not appropriate for children or young people in all ages starting from pre-primary education. There is no legally regulated identification system or procedure for GAT in sciences children; educational continuity issue between different level education institutions – formal and non-formal education,

what should be correlation in GAT education enrichment in pre-primary, primary, basic and secondary general education programmes as well it is not included vocational training schools where are also provided basic and secondary education. Students from these schools are somehow excluded from this identification process because of age groups of students (14-18 years old) and some pre-position about vocational schools that they are not for GAT, even if the Conservatories are preparing professionals, but they are not HEI and are some kind of “vocational” school. The lack of results from research and analysis on situation about GAT education monitoring in Lithuania, sharing of good practice examples in other EU and non-EU countries, possibilities and examples of transferability to different levels of education system including vocational training is weaknesses and opportunity for improvement.

Spain

Spain, at the State level provides by the application of LOMCE (organic law for the improvement of the quality of education) action plans for the development of the capabilities of students with high intellectual abilities. As it is a very theoretical education, it is a field of competence belonging to the autonomous regional governments. It means that each autonomous region (17 in a total) has power to develop actions in the field of education. According the Spanish law definition for Education, it is a concurrent competence between the State and the autonomous regions, where the State approves the law or executive regulations, and communities approve the organisational regulation and have management skills.

Below there are examples of standards, protocols and actions in selected regions:

Región de Murcia (Murcia Region):

Denomination: High intellectual abilities protocol.

- Entity that organizes the Protocol: Ministry of education, training and employment of the autonomous community of the Region of Murcia
- Territorial scope: in the region of Murcia.
- Current status: project for the course 2013-2014, started for the course 2011-2012
- Contact person: Mr. Pedro Antonio Sánchez López, Director of education, training and employment
- For the year school 2013-2014, has released a list of Preferred centres for the education of students with high intellectual abilities.
- Examples of institutes carrying out educational programmes for students with high intellectual abilities: IES ALQUIBLA and IES Saavedra Fajardo, Murcia

Denomination: High intellectual capacity Conference

- Entity that organizes the Protocol: Ministry of education, training and employment of the autonomous community of the Region of Murcia
- Territorial scope: Murcia Region
- Current status: Ninth Edition, 17 and June 18, 2013, program
- Contact person: Centre for teachers and resources of Cieza
- Resume: Meeting of tutors of such students, teachers in therapeutic pedagogy and counsellors. Objectives: see the scientific news on the problem, share their experiences.

Denomination: Extracurricular workshops after-school for enrichment of gifted and talented students.

- Entity that organizes the Protocol: Ministry of education, training and employment of the community autonomous of the Region of Murcia
- Territorial scope: elementary, divine master of Murcia, San Isidoro and Santa Florentina of Cartagena, and schools in secondary education, Floridablanca, Saavedra Fajardo and the Infante Juan Manuel of Murcia
- Current status: project for 2008-2009, 2012-2013 academic years
- Contact person: for the course 2012-2013: Carlos F. Garrido Gil
- Resume: Four areas of work: Science and technology, language and literature, the arts and social-emotional field. Objectives: develop student learning skills, strengthen their social skills. It shows also, collaboration with the families of the children and the involvement of the pedagogical teams.

Madrid (Autonomous Region of Madrid):

Programme of school enrichment for students with high abilities

- Entity that organizes the Protocol: collaboration between the Ministry of education, training and employment of the community of Madrid and the CEIM Foundation
- Territorial scope: in all the geographical areas of the community of Madrid (capital, North, East, South and West)
- Current status: program of courses for the year school 2012-2013, program for the course 2013-2014
- Contact person: enriquecimientoeducativo@educa.madrid.org
- Summarizes: To enrol in the program that takes place outside of school hours, students must apply for an evaluation of the orientation and education Psychology (EOEP), first team. If students are assessed as having high abilities, can send a candidate to participate in this program. There are two appointments each month; for them, children participate in activities in different fields including such artistic, scientific, social skills, humanistico-literario etc.

"Curriculum differentiation for students with high intellectual abilities" program

- Entity that organizes the Protocol: Ministry of education, with the momentum of the Pryconsa Foundation and the participation of the University of Alcalá de Henares
- Territorial scope: CEIP city of Columbia, territorial Area of Madrid Norte
- Current status: program started at the beginning of the school year 2012-2013, and has a duration of two years
- Resume: It allows the detection of students who possess high intellectual abilities, studies to bring information on the profile of students to teachers, and implement methodologies for a better takes into consideration of the students with high intellectual abilities.

"Curriculum flexibility in high capabilities"

- Entity that organizes the Protocol: the General direction of pre-school and primary education
- Territorial area: Comunidad de Madrid
- Current status: enrichment for the course 2013-2014 program
- Contact person: Ms. D^a. Mercedes Ruiz Paz
- Resume: Within the framework of school hours, possibility with condition of incorporate the student very promptly in a top level class or give flexibility to their basic schooling or high school schedule. Before deciding that, a psycho-pedagogical evaluation is required.

Basque country:

"Educational Action Plan. Students with high intellectual abilities"

- Entity that organizes the Protocol: Department of education, universities and research of the Basque Government
- Territorial scope: schools in the community of the Basque country
- Current status: 2012-2016 period
- Contact person: General Direction for Educational Innovation
- Resume: 10 objectives within the Protocol. Early detection of pupils with high capabilities, personalization and diversification of teaching, more flexible

education, training teachers, monitoring and evaluation of the process, proposed working groups to enrich curricular and extracurricular, joint surgeons school

Guide "educational guidelines. Students with high intellectual abilities"

- Entity that organizes the Protocol: Department of education, language and culture of the Basque Government
- Territorial scope: autonomous community of the Basque country
- Current status: Guide published in 2013

Catalonia:

Guide "High capabilities: detection and action in the field of education"

- Entity that organizes the Protocol: Departament of the Generalitat de Catalunya d'Ensenyament
- Territorial scope: schools
- Current status: publication in 2013
- Contact person: coordinator: Dr. Mercè Martínez Torres, Department of education, Government of Catalonia

III Jornadas AC interventions

- Entity that organizes the Protocol: Pedagogos Col·legi de Catalunya, Colegio Oficial de Psicòlegs de Catalunya
- Territorial scope: Barcelona
- Current status: 20 October 2012
- Contact person: Pedagogos Col·legi de Catalunya
- Resume: Especially for families and school staff. Goals: Exchange of experiences, disseminate information to the public and offer practical resources to school staff

Training Course "High intellectual abilities"

- Entity that organizes the Protocol: Pedagogos Col·legi de Catalunya, with the collaboration of Vocolia's education and diversity
- Territorial scope: Barcelona
- Current status: July 2012
- Contact person: Àngela Carrasco
- Summarizes: To provide knowledge about students with high intellectual abilities, knowledge for the detection and diagnosis, and enhance the skills of the staff. And courses on all levels of the process of detection until the appropriate response

Andalusia

"Programs detection and intervention in students with high intellectual abilities" "Plan of action for educational attention to students with specific needs of educational support by presenting high intellectual abilities," 2011-2013

- Entity that organizes the Protocol: Centre of the Faculty of Granada, Junta de Andalucía
- Territorial scope: in all the provinces of Andalusia
- Current status: Protocol for two years, 2011-2013
- Contact person: A person responsible for each province
- Resume: Different phases: give information to all actors involved in the process, inform the community from the center of the actions that will be developed in the Centre, identify students that have features of high capabilities, need to receive authorization from the family of the student, proceed with the psycho-pedagogical evaluation, inform the family and the guardians of the results, and organize the educational response, the monitoring and evaluation of the measure. For students with high intellectual abilities in all or several fields or only a field (verbal, creative, memory, spatial, logical, numerical). 11 objectives within the Protocol.

Talent at early ages. Know it, take care of it and harness it, through days of high capacities

- Entity that organizes the Protocol: ADOSSE (Association for the development and orientation of the high intellectual abilities of Seville) and the AVANZA Foundation, with the collaboration of the Faculty of Education Sciences
- Territorial scope: Faculty of Sciences of the education of Seville
- Current status: 10 and 11 May 2013
- Contact person: info@fundacionavanza.org
- Resume: Course on educational care to provide the children with high intellectual abilities.

Canary Islands:

Programs to cater to students with other special needs of educational support and improve their school success - ALCAIN

- Entity that organizes the Protocol: Ministry of education, universities and sustainability of the Canary Islands
- Territorial scope: list of schools in which programs are developed
- Current status: 2010-2011 academic years programs
- Contact: directorate-general for management, innovation and educational promotion
- Resume: Program directed towards the training of teachers so that they can provide a response adapted to the students. Also, this program is the involvement of the family of students with high abilities

PREPEDI extracurricular enrichment workshops

- Entity that organizes the Protocol: Ministry of education, universities and sustainability of the Canary Islands
- Territorial scope: schools located in several islands where they develop the workshops
- Current status: program developed for the course 2012-2013
- Contact: General Directorate for Management, Innovation and Educational Promotion
- Resume: workshops proposed that children express their creativity and their intellectual power, more socio-emotional development.



United Kingdom

Here are some examples of best practices from the United Kingdom that can serve as an inspiration:

A. IGGY

IGGY are part of the University of Warwick so IGGY members have access to great educational resources and get to work with top academics and other gifted and talented young people around the world.

Members can create their own profiles, make friends and collaborate internationally. IGGY is helping create a great site for gifted and talented young people to exchange ideas, debate, learn and explore in a safe environment.

1. What is IGGY's approach?

IGGY members learn and develop through:

- Discussions and debates with intellectual peers across the world
- Advice and guidance from university student mentors
- Input from academics and other experts
- Participation in projects and competitions
- Access to stimulating content

2. What are IGGY's intended learning outcomes for students?

IGGY aims to encourage independent learning and critical thinking as well as getting students to work collaboratively. IGGY encourages students to have an international perspective and understand the impact of globalization. IGGY also stimulates students to utilize social media and tools to advance their education.

IGGY does not insist on a specific diet of content. Instead, IGGY members are given a choice from a broad range of interactive material and other academic stimulus to engage with. This ensures that each IGGY member can tailor their involvement to match their own areas of interest and personalise their learning experience.

IGGY believes that members will benefit from connecting to other gifted students. They'll be able to find other people who are passionately interested in their subjects, who understand the issues gifted students face and who will encourage them to realise their full potential

IGGY subject content

IGGY offers a wide range of interactive resources and content alongside challenges, debates and competitions. Their initial content offer includes Maths, Creative Writing, Sciences, History and Politics, but they are asking students to tell us what they want and need and we will respond rapidly with new content. IGGY's content team will provide new tasks and challenges every week, with topical content and debates linking academic disciplines to what is happening in the world.

IGGY's website and content are designed to encourage students to participate and to try subjects they are less familiar with. Members can work individually or join a group. Projects will vary from short puzzles to longer term projects requiring research, collaboration and independent study. There will be lots of topical debates and opportunities for students to test out their opinions and ideas. They **offer content that goes beyond the school curriculum** and give members the opportunity to connect to other gifted students and work together on the subjects they're passionate about.

Who is Eligible?

To join IGGY students should have the potential to perform in the top 5% of their peers worldwide in at least one curriculum area.

Your students may have the potential to perform in the top 5% if:

Within the UK: they have the potential to achieve level 8 grades in SATs at the end of key stage 3 (year 9) and A/A* grades at GCSE and A-level

Outside the UK:

- They have the potential to achieve the top grades available for their particular mode of assessment
- They are in the top one or two students in the average class of 30 students in an averagely-performing school. In higher performing schools, the number of gifted students may be significantly increased
- They are regularly outperforming their peers in assessments
- They are on the schools 'gifted and talented' register
- They have been accelerated in school (e.g. moved up a year or started higher qualifications earlier than their peers).
-

Parents and carers play a huge role in the development of gifted young people. Although IGGY's primary focus is on its members, they have strong links with organisations like Potential Plus UK (formerly NAGC, the National Association for Gifted Children) who work hard to help families with gifted children.

B. POTENTIAL PLUS UK

This is an independent charity established in 1967 which works with the whole family to support children with high learning potential (gifted and talented). Their aim is to work with parents and carers so that they can:

DISCOVER their child's potential

NURTURE their gifts and talents

Work with them and also with professionals to help G&T learners **SUCCEED**

Url: <http://www.potentialplusuk.org/>

C. NACE, National Association for Able Children in Education, the only dedicated, not for profit organisation, specialising in supporting teachers to provide excellent teaching and learning for able, gifted and talented pupils. NACE exists solely to support the daily work of teachers providing for pupils with high abilities whilst enabling all pupils to flourish.

Source: <http://www.nace.co.uk/node/24>

NACE specialises in working with schools and teachers to improve learning for able learners.

Founded in 1983, NACE is recognised nationally and internationally as the UK's leading independent education organisation in the field of education for able learners. Through its valuable network of members NACE provides high quality guidance, support and training, enabling teachers to attain the best from able learners in the everyday classroom, whilst enabling all learners to flourish and achieve.

With regard to professional development NACE provides:

1. Bespoke professional development locally, nationally and internationally
2. Tutors to support INSET days across the UK to individual schools, clusters and networks of schools
3. Keynote addresses at your special events
4. Consultancy to work alongside teachers
5. Seminars to support teachers in school improvement

NACE also provides:

1. an annual programme of conferences
2. the most inspirational speakers from education, business and industry
3. workshops and seminars on innovative work of their members
4. conferences that influence national thinking and practice

D. TOMORROW'S ACHIEVERS

Tomorrow's Achievers Educational Trust provides specialist day and residential master classes for gifted children in many parts of the country. The courses cover a wealth of different topics - science, technology, maths, philosophy, literature and the arts - in ways which involve and challenge the most able students. Tomorrow's Achievers provides grants to gifted children from low-income families to enable them to attend master classes free of charge.

They can be found at: <http://www.tomorrowsachievers.co.uk/about>

The master classes they offer are a particularly helpful resource. The Trust argues that by rights, gifted children should be among the outstanding entrepreneurs, business leaders, scientists and artistic performers of the 21st century. Tragically many are at risk of falling by the wayside, becoming society's misfits or, through lack of fulfilling outlet, turning their talents to crime. The damage often starts at school when gifted children are not recognised and their needs are not met.

Exceptional ability is not always obvious. Far from being star pupils, many are written off as stupid. Some gifted children are dyslexic. Others, bored and frustrated, appear lazy or make a nuisance of themselves. Many are loners and may be bullied or ostracised by classmates. Others deliberately underachieve in order not to be different. Many

suffer the added disadvantage of living in socially depressed areas where the street-cred is drink, drugs and sex. Numerous studies show that gifted children are as likely to come from the poorest families as from prosperous homes – but are even more likely to go unrecognised, be starved of meaningful activity and become de-motivated.

Once disaffection sets in, enthusiasm for learning is lost. Unless gifted children get the essential extra stimulation they need to stretch and develop their abilities, they may switch off and grow up lacking the skills and self-assurance to fulfil their potential in later life.

Tomorrow's Achievers Master classes have been described by many parents and professional experts as a life-changing experience for gifted children.

So what are the benefits?

Tomorrow's Achievers exists to give gifted children the boost many of them need to enjoy making the most of their ability, rather than seek to hide it or allow it to make their lives a misery. Research shows that the gains are immense.

Children benefit intellectually from exposure to new and challenging projects. They meet kindred spirits and make friends. They can be themselves without feeling cleverness is a curse. Their self-esteem is boosted and their zest for learning is rekindled as they rediscover the excitement and purpose of wanting to achieve.

3. METHODOLOGICAL RECOMMENDATIONS TO STRENGTHEN POTENTIALS OF GAT STUDENTS

The 10 GATE Project objectives for enabling PARENTS and TEACHERS to be the best they can be, in supporting GATE learners.

1. To have a better understanding of their role as a (a) PARENT (b) TEACHER [practitioner] in supporting young people with gifts and talents.
2. To have an appreciation of the many possible meanings and min-perceptions of the terms gifted and talented.
3. To develop an insight into the 'bigger picture' of being a gifted and/or talented young person that involves understanding (a) the individual person (b) the context in which that individual is growing up.
4. To develop a better insight into the ways in which parents and teachers can work together to support the G&T young person.
5. To enhance insight into the ways parents can learn from teachers, and vice versa.
6. To increase parental and teacher confidence and pride in the way G&T young people are being supported.
7. To develop an awareness of the potential social and emotional challenges facing a G&T young person.
8. To improve knowledge of face-to-face and virtual, out-of-school support for G&T young people.
9. To have ability to explore, in an appropriate way, potential communication and stereotyping issues related to G&T young people.
10. To be able to self-reflect on the role of parent and/or teacher in helping G&T young people be the best they can be.

The GATE learning activities for PARENTS and TEACHERS address the following dimensions of SUPPORT in different ways.

Dimension 1 – LEARNING BY

- What is SAID to G&T learners.
- What parents & teachers DO with G&T learners.
- How parents & teachers RELATE to G&T learners.

Dimension 2 – LEARNING THROUGH

- Meaningful conversation and communication.
- Opportunities for creativity and expression.
- Positive real and virtual relationships.

Dimension 3 – LEARNING THAT

- Improves self-expression
- Enhances a feeling of self-efficacy
- Empowers and strengthens parents and teachers.

Delivering the activities for PARENTS and TEACHERS of G&T learners

- Gifted and talented learners are what we might call ‘**very able**’ young people with **high learning potential**.
- The project’s activities are delivered through specially convened parent and/or teacher (practitioner) workshops.
- The activities are to support parents and teachers in their role/s with G&T learners.
- The activities are designed not to ‘tell’ parents & teachers what they ought to know and do, but to **enable** them to use their own experiences and skills to be the best they can be, with the young G&T learner/s in their ‘care’
- The general methodology that informs the delivery (and evaluation) of the workshops is therefore called **The EnABLE Methodology**.

- A brief description of the 5 phases of the methodology is given below:

E n	ENGAGE	Think of a great way to begin the workshop
A	ARTICULATE	Be very clear about the purpose of each activity
B	BUILD	Create an atmosphere where parents/teachers can speak freely and safely
L	LEARN	Given enough time for parents/teachers can learn more about themselves in their role and from each other
E	EVALUAT	Develop a quick and useful way to evaluate the usefulness of your workshop. How far has it met your aim/objectives?

4. CONCLUSION

The main purpose of the introduced programmes, projects and initiatives was to bring inspiration and new insights into the support for gifted and talented students. Each European country has different approach to the above mentioned problematics. In some of them there are no standards and educational protocols but there exist several organisations that give special attention to gifted and talented students and implement projects that can enrich practices of your own work.

The introduced methodological recommendations represent the best tips that our partnership consortium collected to give you practical guidelines how to work with GAT students and help them to be the best they can be.



PROJECT PARTNERS

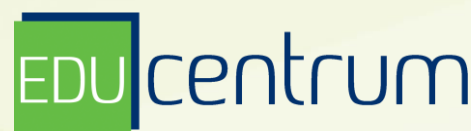
ASOCIACION INTERCULTURAL LA GALERIA (ES)

- Address: Calle Cuartel 1, Bajo. 30151 Santo Angel, Murcia, Spain
- Website: www.galeriaintercultural.org
- Contact person: Andrés Abad (eu.intergaleria@gmail.com)
- About the organization: A.I. LA GALERIA is a regional NGO based in Murcia Region. It works in this region since 1994, date of foundation, initially as Regional School for Leisure and Outdoor Time Activities, recognized by the Murcia Regional Government, accreditation and qualifying Outdoor and Time Activities Camp Directors and Trainers. During last years, A.I. LA GALERIA has developed a career in the fields of culture, education, employment, gender and non-formal learning training activities.
- Partner support organisations: IES ALQUIBLA, Murcia - Spain (Secondary School), CEIP REINO DE MURCIA, Murcia - Spain (Primary School) and Pedagogical Cabinet GATEA, Murcia - Spain



EDUcentrum o. s. (CZ)

- Address: **K Lomu 1056, 252 29 Dobřichovice, Czech Republic**
- Website: www.educentrum-os.cz
- Contact person: Zdenka Havrlikova (info@educentrum-os.cz)
- About the organization: EDUcentrum is a non-profit organization, whose aim is to support unconventional and innovative forms of education, foster motivation for lifelong learning, increase adaptability and promote active attitude towards further education across various age, social and professional target groups. Hence the main activities comprise implementation of innovative methodologies, use of ICT in education, creation of tools for distance and blended learning, creation of materials for trainers and learners, creation of didactic tools to facilitate application of new methodologies or creation of testing and comparative tools for progress evaluation.
- **Partner support organisations:** Vzdělávací centrum Turnov, o.p.s.



IC VR3 San Bernardino – Borgo Trento – VERONA (IT)

- Address: Via G. Camozzini, 5 – 37126 Verona, Italy
- Website: www.comprendivo03vr.gov.it
- Contact person: Anna Berti (vric89200e@istruzione.it)
- About the organization: The ISTITUTO COMPRENSIVO STATALE 3



“SAN BERNARDINO – BORGO TRENTO” is a state educational institution, composed of a kindergarten school, three primary schools, a middle school and a permanent territorial center for adult education. It is a place of training and education by means of study, acquisition of knowledge and the development of critical consciousness. The school is a community based on dialogue, research and social experiences, guided by democratic values and aimed at the development of the person in all its dimensions.

Reflective Learning – International (UK)

- Address: Overton Business Centre, Maisemore, Gloucestershire, GL2 8HR, England
- Website: www.rl-international.com
- Contact person: Professor (dr) Tony Ghaye (tony.ghaye@btinternet.com)
- About the organization: REFLECTIVE LEARNING-INTERNATIONAL (RL-INT) is a social enterprise and currently a global leader in building positivity and utilizing strengths that lead to high performance and positive social impact. Its work is collaborative, interventionist and appreciative. RL-INT is a multi- Disciplinary group of highly qualified researchers and work-based practitioners who draw on the disciplines of positive, cognitive and organisational psychology, health, international development, child protection and human rights. It runs practical workshops and seminars for professional practitioners, organises international conferences, participates in funded EU projects and runs the prestigious international peer reviewed journal called, ‘Reflective Practice’.
- **Partner support organisations:** Hartpury College, Sweet Dreams, University of Gloucestershire



Trakia University – Stara Zagora (BG)

- Address: Student Campus, Stara Zagora 6000, Bulgaria
- Website: www.uni-sz.bg
- Contact person: Elena Lavrentsova (elenavit@abv.bg)
- About the organization: Trakia University – Stara Zagora, Bulgaria is an autonomous state institution. It was founded in 1995. The structure of the university includes 6 faculties - Faculty of Agriculture; Faculty of Veterinary Medicine; Faculty of Medicine; Faculty of Education, Faculty of Economics, Faculty of Technics and Technologies, Medical College and Department for Information and In-Service Teacher Training (DITT). The University performs education along programmes with four educational and qualification degrees – professional bachelor, bachelor, master and PhD, as well as programmes for qualification and post-graduation specialization in the system of lifelong education.



Public institution National Region's Development Agency (LT)

- Address: Vilniaus str. 88, Siauliai, 76285, Lithuania
- Website: www.nrda.lt
- Contact person: Mrs. Beatričė Poškuvienė (nrda@nrda.lt)
- About the organisation: National Regions Development Agency, operating since 1999, has extensive experience in formulating regional development policies, through various interventions. The Agency gives priority to regional development, strategic management and promotion of small and medium-sized Lithuanian business sustainable development problem region development problem and employment. Since 2001 agency has been successfully carrying out its activities and has implemented and participated in about 50 national and international projects in various areas: social, educational, business development, etc.



**Public Institution
National Region's Development Agency**

Partner support organisations: Public institution KURŠĖNAI POLYTECHNICS SCHOOL (vocational training school), ŠIAULIAI VOCATIONAL EDUCATION AND TRAINING SCHOOL