



CURRICULUM **TRAINING COURSE**

08.23.2015 - 29.08.2015, Bulgaria

"Gifted (for) you"

2014-1 - RO01 - KA201- 002,957

Course name: Decisive factors in discovering, educating and harnessing children with high potential

Argument: The crisis of the world educational system is asking for a change in the approach to education and the training of the generations to come. The shift in the paradigm cannot be just a declarative "trend". Due to the advancement of knowledge in various fields (psychology, medicine, chemistry, sociology, anthropology, spirituality, etc.) and the technological development associated with them, the realities revealed to us today require radical changes of attitudes and actions.

Research of the phenomenon of giftedness (GIFTED) is a constitutive part of this process. It is being developed consistently, persistently and progressively. Various decision-making structures are becoming more and more aware of the value and usefulness of gifted children.

The integrated approach to gifted education must target all involved supporting pillars: children, parents, teachers, communities, forums and institutions. All of these have their merits and their share of responsibility for the success of this endeavor. A holistic and complex approach, with a long-term vision and clear awareness from the part of all the decisive factors about the consequences of their actions – this is the only effective way to solve global issues and succeed to overcome major crises that we encounter.

Gifted children represent an intellectual peak of humanity, the ones who can generate extraordinary solutions to problems. Yes, they are special. And, yes, they have special needs, high expectations and we cannot involve them constructively other than by taking all this into account. Their capitalization depends on a range of decisive factors that can radically influence it. Parents, teachers, communities and legislative-administrative authorities are those who have an essential contribution in this step. Each of them, on their level of involvement and decisional responsibility, generates effects that are decisive in harnessing of gifted children.

1. Course contents: Curriculum

| № | | Topic | Length |
|----|--|--|--------------|
| 1. | Gifted: phenomenon, manifestations and defining elements (asynchrony, 2E). Characteristics and specifics | 1.1. Defining the phenomenon of GIFTED. Defining asynchrony, 2E. Psychopedagogical characteristics of the 2E child (profile) and relational-emotional specificity. | 1 h lecture |
| | | 1.2. Psychopedagogical characteristics and perceptual features. Double exceptionality profile | 1 h practice |
| | | 1.3. Relational-emotional features | 1h practice |
| 2. | Decisive factors in the effective harnessing of gifted children in an educational environment: parents and teachers. | 2.1. Parents' role in the discovery of high ability and / or disability. The essential contribution in supporting education and training, in the harnessing of gifted children | 1 h lecture |
| | | 2.2. Importance of training teachers in the specific educational approach of gifted children. Mentor and model of continuous evolution | 1h lecture |
| | | 2.3. Need for innovation in the learning environment: physical context (attention to design and organization), individualized curricula. | 1 h practice |
| | | 2.4. A more efficient context for the discovery and capitalization of the giftedness and/or for accommodation of the disability | 1 h lecture |
| 3. | Perspectives and implications | 3.1. The importance of the complex and multidimensional approach to the gifted phenomenon in order to ensure a harmonious development of gifted children and their effective harnessing-integration. Elements of impact analysis | 1h practice |

This course is developed under the Project "Gifted (for) you" 2014-1-RO01-KA201-002,957 for training teachers to work with children with special educational needs.

Duration: 8 hours (4 L + P 4)

Target group: 50 volunteers from Poland, Romania and Bulgaria needs and gifted children.