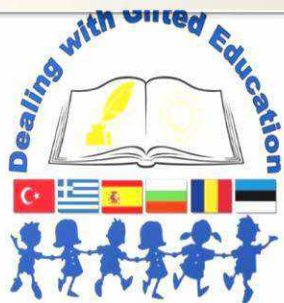




Fundacion Escolapias
Montal Colegio Calasanz



9th Primary School
of Nea Ionia

"Dealing with Gifted Education"



107 Primary school
"Khan Krum"



Pirita Majandus
Gumnaasium



Scoala Gimnaziala
Sfantul Apostol Andrei



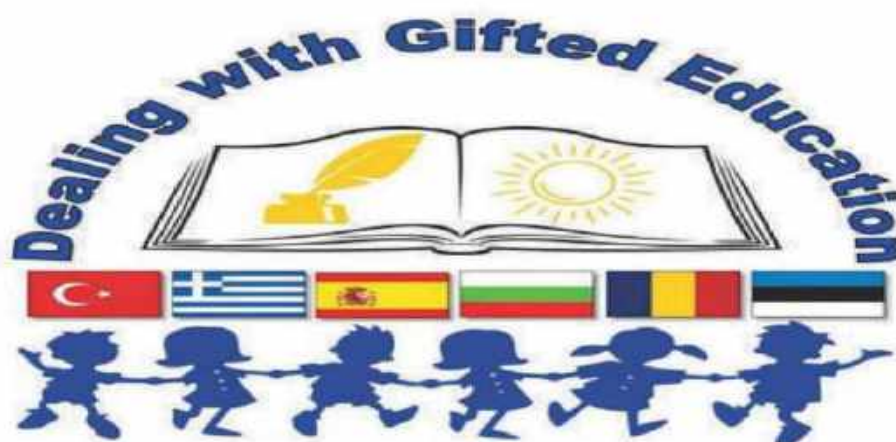
Ozel izmir
Amerikan Koleji



2018-2020



Erasmus+



2018-1-ES01-KA229-050515_6
DEALING WITH GIFTED EDUCATION

This e- book was created by the Greek team.

We thank the partners of the program for their help.

Place of publication: Nea Ionia Volos Greece

Date of issue: 11 August 2021



Partners

We are six schools from six different European countries - Spain, Turkey, Bulgaria, Greece, Estonia and Romania



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Colegio Calasanz. Fundación

Escolapias Montal

Alcalá de Henares, Spain

(Main coordinator)



Our school is located in a central street of Alcalá de Henares, a World Heritage City near Madrid. Alcalá is well known for two things, it is the city where Miguel de Cervantes, the writer of Don Quixote de la Mancha, was born and also it has an important and old university dating from the fifteenth century. The school belongs to a Catholic Nun Company, the Escolapias and was founded 114 years ago. It's a concerted school, which means that all the levels of compulsory education and Early Childhood Education are subsidized by the State. The students do not have to pay to study in it. We accept all those who want to be with us. Our students belong to a middle class. There are students in situations of great economic difficulty who are helped with scholarships.

It is an integrated center, that is, we cover all the official levels prior to the university. We have a Spanish program for the emigrant students who come to our city.

In total there is something more than 1000 students. We are a well-valued center especially concerned about diversity and inclusion, especially in the mandatory levels. We deal as much with the gifted students as with those who have special educational difficulties. We use cooperative methodologies.

Improving the European dimension is one of our objectives and therefore we have been involved in European projects such as Socrates, Comenius and Erasmus + since 2002. Our students learn English from 3 years old.

The motivation to join this project is the interest we have for years in the education of gifted students. In the courses 2002, -2005, we participated in a Socrates project on this topic and now we want to take it up again and apply and review what we have been learning. We have enough experience in this field.

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107 Primary School "Khan Krum"

Sofia, Bulgaria



The 107th primary school is a municipal school. It is located in the center of the city of Sofia, in the foothills of Mount Vitoshka, and is near the historic center. Our children are 6-13 years old. The total number of students in our school is 660. They are taught by 40 highly qualified teachers and educators, by the school psychologist and the principal of school.

There are many extracurricular activities outside of school, our main goal is to teach our students and prepare them for a successful start in life, to teach them to think and overcome difficulties, as well as to develop your personality and their qualities.

The school was founded in 1934. Current school building was built in the same year. There are 14 classrooms, laboratories and a classroom with interactive whiteboards. We also have a beautiful patio, a large and separate building for our freshmen. Our theater group performs different works, made with the collaboration of students and teachers. Our school is proud of the achievements and successes of our students in various competitions and tournaments. Our Students receive a series of letters and medals. In our school we celebrate parties and traditional customs, such as Christmas, Baba Marta, Holy Week, etc.

By participating in this project, we will discover new models, techniques, methods and useful tools in the process of education, we will recognize the need for an exchange of good practices to compare the way that a certain school subject can be different and innovative.

Our school will contribute to the project with our experience in terms of classroom practice and extracurricular educational activities for creative and innovative educational processes, to show cultural and Bulgarian values traditional as an integral part of European culture

Our Web: <http://www.107ou.com/>

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9th Dim Neas Ionias Magnhsias
Volos, Greece



Volos, is one of the largest Greek cities and one of the main ports of the country, located in the center of Greece (320 km B Athens and 219 km N of Thessaloniki). Built in the Pagasitiko bay, a short distance from Mount Pelion, combines all the charm of the sea with the mysterious beauty of the mountain of the Centaurs. The beautiful city is connected with the famous Argonauts, one of the most important epics of the Greek mythology Kyklou. Volos is one of the most beautiful cities of the Greek territory. The richness of the region and its great history is reflected in the architecture of the structure of the city that exudes confidence and elegance. The numerous mansions, public palaces, museums, industrial facilities of the twentieth century and historical churches make browsing through Volos really enjoyable.

Our school has six classrooms, a computer lab and a gym used as a dining room. There are computers in each classroom and an interactive whiteboard. There are also 2 projectors with portable computers,

At school we teach Greek, English, French and German, as well as music. There are 10 teachers and 139 students from 6 to 12 years old. We have experience about Erasmus. Our school has 12 teachers of diverse subjects such as: the Greek language, mathematics, physics, English, gymnastics, music, visual arts, theater education, German and French. Our school attends 120 students between 6 and 12 years old. All school teachers who have a fixed position in the school will be responsible for the implementation of the program.

In our school there are sometimes gifted students and the program is an opportunity to study cases like these. The teachers have a good academic education, they have a master's degree in education.

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Pirita Gymnasium of Economics
Tallinn, Estonia



Pirita Gymnasium of Economics (Pyrite Secondary School of Economics) is located in an area Pirite coastline in Tallinn, Estonia. Pirita is a beautiful place with forests, parks, rivers and beaches. It is a district of mostly individual homes, sports areas and no industry. Pirita has a strong community spirit: its inhabitants are very concerned about their district and its different developments. That means they are really interested in educational issues, schools and kindergartens. Our school is one of the two municipal schools of Pirita and the only one with Baccalaureate (Gymnasium). Our specialty is economy and entrepreneurship. At the level of Gymnasium (students between 16 and 19 years old), the specialties are the economic and creative industries (multimedia themes combined with entrepreneurship). We have integrated the curriculum for these subjects and also special courses at each school level.

Pirita Gymnasium of Economics has experience in working with students with special needs: The system works and the students have the help and support they need. At the same time, we have not had enough opportunities, energy and knowledge to support the gifted students in our school. Joining the project gives us the opportunity to learn from new schools and countries new ways and opportunities to build a lasting system for provide gifted students with the education they need and deserve. We also believe that supporting gifted students improves the quality of teaching and learning in the whole school.

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Scoala Gimnaziala Sfantul Apostol Andrei

Buzau, Romania



Scoala Gimnaziala Sfantul Apostol Andrei is a public school, subordinated to the Ministry of National Education through the School Inspection of Buzau County. The levels Educational activities at our school are: primary (from the preparatory class to class IV) and classes of gymnasium (V-VIII) In the 2017-2018 school year, 394 students are enrolled in school primary school and 327 students in the gym.

The teachers of the school are 16 teachers of primary school and 31 gym teachers (teachers of English, sports, arts, mathematics, Romanian, French, etc.). The educational offer includes activities / sports and academic subjects in the plan of school studies; extracurricular activities for the formation of advanced skills of language and computer science and to support high performance; extracurricular activities - contests and cultural, artistic and sports and leisure competitions, etc.

The percentage of graduation in National evaluations at the end of the eighth grade was as follows: 2015 -96.67%, 2016-93.22%, 2017-85.48%. There is a 10% decrease in the graduation rate in 2017 in comparison with 2015. We need to maintain a high percentage of graduation in the national evaluations. For the gymnasium, teachers of mathematics, physics, chemistry and biology are doing additional preparation with gifted students. The curriculum of these preparations is an advanced level of difficulty. These students participate in various contests national and international standards and obtain the highest ratings for national assessments.

During math classes, teachers use educational software to teach the students on mathematical concepts and to improve the skills to apply the Mathematics to every days life. We have experience in projects and associations.

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**AMERICAN
COLLEGIATE
INSTITUTE**



American Collegiate Institute (ACI)

Izmir, Turkey



The American Collegiate Institute (ACI) is located in the coastal city of Izmir. It was founded in 1878. In it 809 students study, of which 149 will graduate this course. The school offers a teaching of 5 courses. The first course is of preparation, compulsory and in it students learn fundamentally English. The rest of the courses correspond to the High School. Except Turkish language and literature and the social sciences, the other classes are given in English. The students have the opportunity to Learn German, Spanish, or French as a second language. ACI, has been authorized since 2002 to offer the International Baccalaureate. The school is the first high school in Turkey to be accredited by the Council of International Schools (CIS) in 1994 and has been again accredited in 2002, in 2008 and in 2014. ACI employs 111 professors of which 20% are foreigners. The foreign teachers give classes in English, mathematics, French, Spanish, Biology, Theater and Arts visuals. To enter ACI, students have to take a national exam.

We want to take part in this project as a Counseling Department. We have been working with gifted students for many years and we have been supervised by a specialist in this type of students. Therefore we want to share our experiences and observe the educational policies of other countries and the actions that are carried out.

ACI has a very strong Orientation team that has been supervised for 16 years by a psychiatrist in a weekly program. We have also been supervised for years by specialist in learning processes and gifted students.

ACI has been accredited by the CIS and this accreditation shows the efficiency of the school in the learning processes.

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The argument

Why “gifted education”?

Teaching gifted students can be one of the most challenging issues of school life.

Gifted students are not easy to deal with because, among other things, they have a different way of thinking. It is proven that they use different strategies to face learning based more on "intuitive jumps" than on "rational steps".

Teachers who have to deal with this type of student have to know their peculiar characteristics with the aim of being able to help them get the most out of their passage through the school and, at the same time, keep high their taste for learning, their self-esteem, and maximum development of their capabilities.

A teacher who is not familiar with and trained with this type of student can become a trauma for their education.

With this project we want to analyze the characteristics of gifted children, their way of learn, the need to maintain an intrinsic motivation that leads them to immerse themselves in love for the knowledge, for putting challenges, for deepening in those subjects that absorb them.

We believe that this project can have a strong impact on the education of this type of students and in the search for methodologies that improve the quality of their training.

Every gifted student should feel happy to be so and get to know their possibilities.

Every country should try to get the most out of the best gifted students and offer them a quality teaching that keeps them motivated and facilitates the updating of their talents.





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The project description

The partners of the project

We are six schools from six different European countries: Spain, Turkey, Bulgaria, Greece, Estonia and Romania:

Colegio Calasanz. Fundación Escolapias Montal (Alcala de Henares – Spain)

Özel Izmir Amerikan Koleji (Izmir - Turkey)

Pirita Majandusgümnaasium (Tallin - Estonia)

9dnioniasmagnhsias (Volos - Greece)

Scoala Gimnaziala Sfantul Apostol Andrei (Buzau - Romania)

107 Primary school "Khan Krum" (Sofia - Bulgaria)

The association of several schools from the 6 different countries gives us the opportunity to compare educational systems, teaching styles and school culture.





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Our motivation, our aims....

“Gifted children are born with feathers, the teachers help them fly”

With this project we want to analyze the characteristics of gifted children, their way of learn, the need to maintain an intrinsic motivation that leads them to immerse themselves in love for the knowledge, for putting challenges, for deepening in those subjects that absorb them.

We want to base our project on the analysis of cases of real students who have been diagnosed as gifted during their elementary school stage and what their pace has been like for the different educational stages. The achievements, the relationships with colleagues, the expectations that have been created around them, the type of faculty preferred in each case.

Lack of flexibility, wanting to maintain a linear order in content learning, repetition, mechanical tasks, the belief that gifted children are smart enough as to achieve a great school performance without any help, are some of the reasons why about 30-40% of gifted students do not reach the expected academic performance and about half of them do not reach university.

So, our main objectives are:

- ✓ Improve the professional profile of teachers regarding this group of students;
- ✓ Avoid school failure and abandonment of gifted students.

Our intention is to do some research on this group of students who, sometimes, are not given the appropriate educational response.

We hope that our project will improve our attention to this group of students.



MEETINGS



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OUR FIRST MEETING

22nd – 26th October

2018



ALCALA DE HENARES, SPAIN

ALL TEAMS TOGETHER

Our first meeting was held in Alcalá de Henares, Spain during the last week of October 2018. During this week we learnt a lot about Spanish school system, Spanish hospitality and history. We also met all of our partners for the first time and spent great time together.



Our first picture together





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We had project working sessions and activities in Fundación Escolapias Montal Colegio Calasanz, together with Spanish students and teachers. Our hosts from Spain were organized special lectures for the all teams with different subjects, related to the main project topics.





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We learnt a lot for Spanish culture, customs and traditions. We also visited the old town of Toledo and we had a sightseeing tour through Madrid.





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Impressions....

Our schools have been working with gifted students for a long time. Since there is no legal framework in our countries, our work has been in the fields of our eternal feelings, enthusiasm and stubbornness...

That's why we were very glad to have the opportunity to participate in this project about the Gifted students teaching, and to share good practices with our partners from Spain, Turkey, Greece, Romania and Estonia. During our first meeting in Spain we learned a lot about participant countries' educational systems and their work with gifted students.

The project started with a very interesting activity lead by Sefa Akseki, the project coordinator from the Turkish Team in which teachers had the opportunity to learn about each other in a unique and unusual as well as free and pleasant way.



After that we had a meeting during which we discussed the project logo, expenses, the distribution of the responsibilities of every of the partners and also about our next meetings.

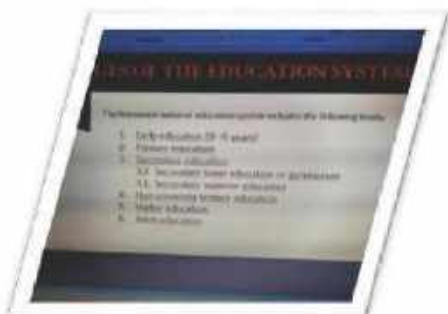
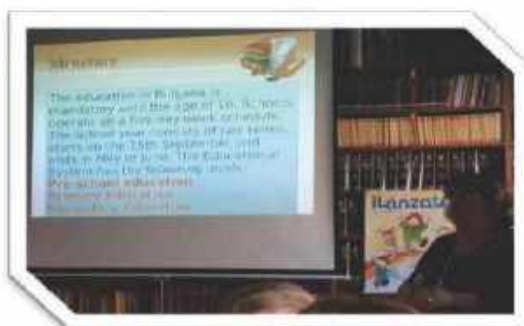




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One of the most important things was to learn about our partners' educational systems, so participant teachers made presentations about their schools, the educational systems and the arrangements and regulations done about the gifted students in their countries.



One of the main goals of the project was to learn about educational systems in different countries and methods used. In this connection, participant teachers made presentations about their schools' education systems and arrangements done regarding gifted students.





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Another aspect of the project requires collaborative work with universities. Angeles Bueno, PhD., from Camilo Jose Cela University, who carried out various studies on gifted students, made a workshop on cooperative learning model and arranged various group works on basic principles of cooperative learning and its use in education of gifted students. Workshop on qualifications of the group work on cooperative learning was very efficient and applications done improved awareness of the participant teachers.



We took part in a workshop based on cooperative learning model in which we were divided in various groups and had to work on different tasks. It was a very useful activity and showed us in a way the things from the students point of view.





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Our work



We also met some of the present and former gifted students from Colegio Calasanz school. We learned a lot about how they felt, how they passed through the situation - being a gifted student, how they studied, how their lives changed. All this helped us understand the great importance of finding such students and how much help he/she really needs.



Meeting with gifted students, which was the focus of the project, at a panel was very interesting. Listening to "Fundación Escolapias Colegio Calasanz" school's students and graduates, and learning about the processes they have lived through helped the participants understand the importance of the consistency between theory and practice. Students explained being gifted from their point of view and gave information about the education they took.





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In the same time we had a great time during the sightseeing tours in Madrid, Alcala de Henares and Toledo. We learned a lot about Spanish history and culture and we were charmed by the Spanish hospitality.





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On the last day we watched the film "Billy Elliot", had a group work on the film in which we discussed the main problems shown and how the characters coped with such a difficult situation. In the evening we watched the musical "Billy Elliot". We were very impressed by music, the actor's performance.



After a full week spent in Spain, working and having fun with our colleagues from Spain, Turkey, Greece, Romania and Estonia we went back home more confident and maybe skilled in the fields of teaching gifted students, happy because of all these wonderful people that we met and we are looking forward to our next meeting.





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We ended the first meeting by evaluating the whole work done during the week and took decisions about the second meeting, which will take place in Greece.

This project which presents six different countries' educational systems and reflects their point of views, increased our awareness in education of gifted students and seems to widen our horizons.





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OUR SECOND MEETING

10th – 16th

February 2019



VOLOS, GREECE

ALL FRIENDS TOGETHER

The second meeting of our Erasmus+ project “Dealing with gifted education” started on 11th of February in Volos, Greece. It was a great joy to see each other again!



Impressions....



On the first day of the meetings, we visited one of the project partners, 9th Primary School of Nea Ionia. The day opened with the welcoming speech of Georgios Valis, school principal, and continued with traditional dances performed by the students. At the end of the students' performance, all participating partners were invited to dance with the students.





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The first workshop began with a warm welcome from the director and the staff of 9 PRIMARY SCHOOL OF NEA LONIA. Students under the guidance of their teacher opened the official meeting with folk and contemporary dances.



All friends together





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The day proceeded with the first meeting held at the school where the project logos prepared by the partner schools were shared with all partners. The project coordinator introduced the webpage prepared for the project. This was followed by each partner country describing and sharing the existing



procedures and applications in each country for recognizing and working with gifted students. It was realized that despite promising developments in each country in recent years, there were also similar challenges faced in all countries regarding educating gifted students.

At the end of the meeting, Sefa Akseki shared the details of the draft schedule for the meeting to be held in May 2019 in İzmir, Turkey.

The second day of the meeting started with the presentations of five prominent scientists from each country, with their scientific and creative successes, significant for the whole world. This helped the participants in learning about and/or remembering important scientists who have contributed in various ways to humanity.



This was followed by a presentation titled "Gifted Students in Maths" by Stella A. Dimitrakopoulou, head of the Volos Branch of the Hellenic Mathematical Society. She shared with us information on the procedures followed in Volos in choosing gifted students in maths and the program followed by volunteer teachers in educating them further in mathematics.





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Then every country presented the logo of the project. The vote was based on the Eurovision principle. The logo of Bulgaria was chosen for the best logo, and became the official logo of the project "Dealing with gifted education".



Our official logo

The day continued with an art workshop where each teacher was gifted a piece of slate and a printed photograph of the city of Volos. The teachers transferred the photos onto the slates and now have life-long memorabilia from Volos.



The day was concluded with a cultural trip to Portaria and Makrynitsa villages on Mount Pelion.

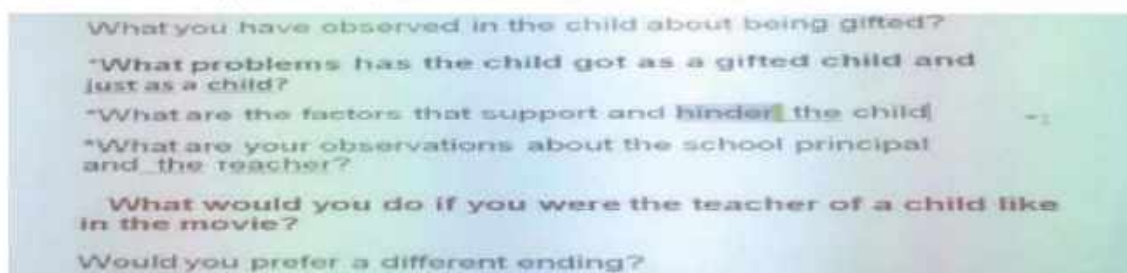




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The third day of the meeting started with the movie "Gifted". The group watched the movie "Gifted" and discussed some questions evaluating the recognition of gifted students, the difficulties they face in life, and how to deal with these difficulties.



The day continued with a city tour and a visit to the University of Volos, where we met Mr. Theodoros Kokinos and he presented to us two very interesting and important lectures about gifted students and how to organize the special classes.





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The fourth day was dedicated to discovering the beauties around Volos. As different from other days, we had little guests with us that day. As a result, in addition to the beauties of Meteora, we also witnessed the positive behaviors, curiosity, and enthusiasm of our little guests. Seeing the gigantic rocks of Meteora and the monasteries over those rocks was a shocking surprise for our little guests. It was a pleasant experience for us to see the excitement of this first encounter in children.



Later, we had lunch in Trikala, the hometown of famous Greek musician Vasilis Tsitsanis. It would be unfair not to remember this talented musician in a project trip related to giftedness. When Vassilis Tsitsanis passed away on January 18, 1984, music historians and experts knew that there would never be another Tsitsanis. It was the worst of luck not being able to visit the museum house of this famous musician.

Friday was **the fifth day** of the project meeting. We started the day by visiting an archeological area called Dimini, which is a Neolithic settlement in central Greece, near the Mesolithic settlement of Seslo. The excavations on the low hill revealed an extensive stone age settlement. The site was inhabited continuously from the late Neolithic period (4800-4500 BCE). The settlement provided us with important information about the people and their lifestyles at that time. Then we visited the archeological museum and city museum. Those gave us an overlook about life in Volos and its surrounding area throughout history. After that, the Estonian team presented the results of the previous meeting which had been held in Alcalá, Spain. We were informed that everybody who had joined the meeting in Alcalá was fully satisfied about the activities there. At the end of the day, we were very happy when we received our certificates from School Director Yorgo Valis.





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The week went unforgettable. The memories of what we have heard, what we have seen and shared about the work with gifted children, the efforts of teachers and their work with young talents are more than remarkable. They are inspiring!

Thank you, Volos for the warm welcome, for all unforgettable moments of a new level of cooperation and friendship between the teachers of Greece, Turkey, Spain, Romania, Estonia and Bulgaria!





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OUR THIRD MEETING

05th – 10th May 2019



IZMIR, TURKEY

THE BIG FAMILY

The third meeting of our Erasmus+ project “Dealing with gifted education” started on 5th of May in Izmir, Turkey.

It was a great joy to see other again and to meet the new members of our family project!



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Impressions....

Our first activity started on Sunday morning, with a fantastic day, visiting the ancient town of Aphrodisias.

In 2017, Aphrodisias was inscribed on the UNESCO's World Heritage Site. We admired the marble sculptures, made by gifted artists and we learned about the Hellenistic and Roman periods.



The masterpieces of the ancient town of Aphrodisias were discovered by Professor Kenan Erim, from 1961 until his death, in 1990. He was buried in Aphrodisias to which he dedicated half of his life beside his eternal love Aphrodite. His bust is located in the Aphrodisias Museum.

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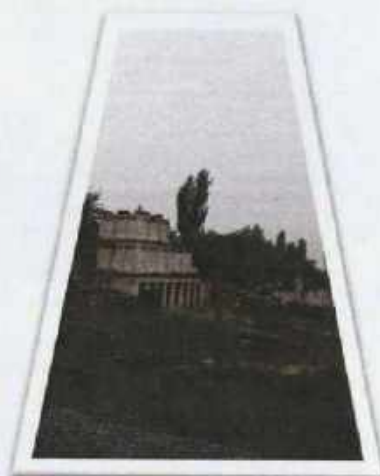
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Large numbers of impressive statues are exhibited in the Geyre and Aydin Museums as evidence of his endless passion for archaeology.



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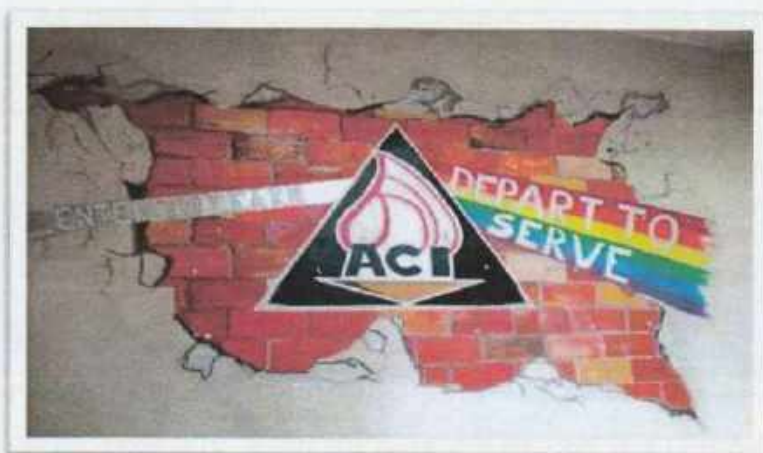


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Monday, 6th May 2019

It was our first day in the school of our Turkish partners. We started the day with the Flag Ceremony, a tradition in ACI. Students and teachers listened to their headmasters' news about the main activities of the week. The most solemn moment was the intonation of national anthem.



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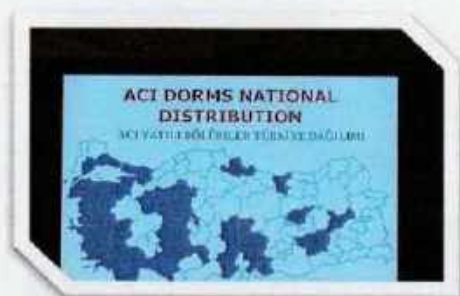
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The welcoming speech was presented by the school principal, Mrs. Didem Erpulat, a former college student, into an original way: a history of the college. We learned about the principles and the rules of the college, about the results and the success of this prestigious college all over the Turkey.



But the real life school was presented to us by the ACI School Board. All the students must to participate at the extracurricular activities, such as: debate, film making, journalism, history, dance, drama, sports, news, music and foreign languages, organized in 91 clubs.



We particularly liked the idea that apart from this, all students should be members of a social service club when they graduate; students become aware of social and environmental problems. Among other services, students do activities at a Children's hospital, help at an animal

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shelter, teach English at sister schools or spend some time with elderly people. It's a pledge to ACT's motto: "Enter to learn, depart to serve"

Later, we had the school tour. We were very impressed by the necessary equipment and the opportunities for teachers' work and students' scientific and practical development.



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To end the session at school, we enjoyed an art workshop where we showed our



creativity painting nice bags.



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The day's program ended with the old town tour nicely guided by one of the school students, and dinner all together.

Tuesday, 7th May 2019

In the morning we had SEV Elementary School Tour. SEV pays attention to service-learning, English lessons and extra-curricular activities. Facilities include an amazing library with areas for children to read and enjoy storytelling, sport areas and even an urban garden.

The traditional welcoming speech was replaced by a traditional dance performance. The dances were spectacular and all the dancers were very cute and in the same time impressive with their attitude towards what they did and its importance and significance. They presented their homeland and traditions in a wonderful way and impressed us a lot.



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After a traditional dance performance by the children, we split into small groups to observe a few classes: English, Math, Music, Technology and robotics...



We were explained some techniques that teachers use in their classes; they try to encourage children to help each other and become autonomous. They always have extra activities for those who end their tasks early.



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They have a really nice classroom atmosphere and children were always willing to talk to us and learn about our countries.



After lunch we met some gifted students and debated the concept of intelligence. ACI TV club members presented the topic as an interview and students shared their stories with us. We learned that usually those students excel in more than one area, for example one of them was in the national chess team, played piano and was also a volleyball player. These students always need to push their limits, but their stories were not only about success, but also about difficulties to fit, to find their way; they can even fail; for those reasons, they are very sensitive and face painful moments. Just because they are gifted it doesn't mean they don't need emotional and educational support.

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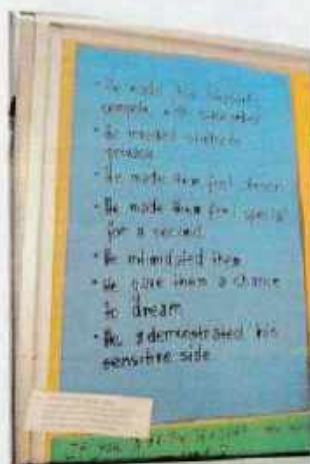
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Wednesday, 8th May 2019

Our morning was dedicated to a film session and further debate about it. To create some atmosphere, the school band played a few songs. It was an amazing performance. The film was "Whiplash" about a young drummer at a prestigious conservatory, his dream-obsession to be the best and the odd relation with his teacher and his peculiar methods.

We worked in teams to discuss the movie from different points of view and presented our arguments to the rest.



Our different points of view about the movie

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Our different points of view about the movie



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The afternoon started with an interesting presentation by Mr Erkan Erdik from BSAM, about the evolution and current situation of gifted education in Turkey. He described educational laws and policies, the criteria for selection, their procedures and program to attend the needs of gifted students. BSAM has a supporting education program where they place importance not only in contents but also in communication skills, research, working in groups etc. The program has several stages: first, mainly to orientate students; second, a supporting education program to gain some skills, and third, focused on individual talent development. Along the session other topics dealt with were family support and teachers' guidance to the extent of their means.

The day finished with sightseeing in Alaçatı, a town on the Cesme Peninsula in Turkey, on the Aegean Sea. The town is famous for its beaches, old stone houses and wine-making traditions.

Thursday, 9th May 2019

Thursday was a day full of surprises. We started visiting math village, a curious place created by Professor Ali Nesin where math lessons take place in a peaceful, natural environment.



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Students can visit for a day or stay up to two weeks sharing not only math classes, but also helping in all the daily chores. Our guide was Ulaş Ayyılmaz, one of the students of ACI. Our special thanks to Ulaş, we couldn't have had a better guide!



We continued to the village of Sirince, a mixture of Turk-Greek culture surrounded by mountains where we had lunch before visiting Ephesus, the jewel in the crown of Turkey's archaeological sites. The Ancient City of Ephesus is an outstanding example of a Roman port city and a UNESCO's world heritage site.



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Friday, 10th May 2019

Our last day we attended a very interesting seminar about giftedness. The speakers were Dr Ahmet Bildiren from Adnan Menderes University and Dr Nagehan Demiral, from the department of children and adolescent's psychiatry.

Dr Bildiren started his speech talking about the meaning of giftedness, what is required to consider a child as gifted and the difficulties to diagnose giftedness. Not only IQ's are valid, there are other factors to be considered such as values, production and the need to show evidence. Giftedness is a multidimensional concept and therefore multiple diagnosis systems are required. In his speech he also talked about some negative characteristics of gifted children, such as inadaptability and problems to follow rules.

Dr Demiral remarked the importance of early diagnosis. The role of teachers is significant especially for children in lower class of society, because they may be the only reference for those children; so, she remarked that teachers should know how to handle giftedness. Dr. Demiral also analyzed pros and cons of different tests and concluded that there is no perfect evaluation, but continuous check and support would help.



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On the second part of the session, speakers dealt with other topics such as emotional development, social skills, the influence of social and economic level, learning disabilities, behavioral symptoms, motivation etc. There are lots to be done in respect to gifted students, but we all learned a bit more during this seminar.

After the lunch break, we continued planning the next meeting to be held in Tallinn, Estonia next October.

The school week ended as it has started, with the Flag ceremony and after that we all received our certificates of assistance.



The Spanish team

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The Estonian team



The Greek team

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The Bulgarian team



The Romanian team

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The Turkish team



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OUR FOURTH MEETING

28th October-01st

November 2019



TALLINN, ESTONIA

THE BIG FAMILY



The fourth meeting of our Erasmus+ project “Dealing with gifted education” started on 28th of October in Tallinn, Estonia.

It was a great joy to see other again and to meet the new members of our family project!

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Impressions....

Monday, 28th October 2019

It was our first day in the school of our Estonians partners. *Pirita Majandusgümnaasium*, the Estonian school, is located in a district of Tallinn near the coast. Most of the students come from this area. Everyone eats at school in different turns. It is a center with students from 1st to 12th.

We were received by students and teachers at the door of the center. We were given a reflective star that we hung in the surrounding trees. Each participant received a figure of the same type so that we hung them in our coats. Later we would discover that these reflective figures are carried by Estonians to be seen at night while walking near the roads. The lights of the cars make them visible and this is a protection measure widespread among the Estonian population.



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Upon entering the school, all visitors had to enter to the dressing area and leave our coat and street shoes. We had been warned to wear other spare shoes to be in the center. It is a measure of hygiene that is very typical

in the countries of northern Europe.



Afterwards, the director Toomas Pikoff welcomed us in a multipurpose room where most of our work would be carried out and a group of boys and girls dressed in typical costumes made us very beautiful folk dances.

A high capacity student made us a small violin and piano concert.

During the visit to the school we met students in groups, sofas to rest and chat. Pirita School has students from 1st to 9th grade (compulsory education) and "Gimnasium" grades 10, 11 and 12. At the end of 9th grade, all students take a final exam that, if they pass it, gives them the graduate degree.



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All visitors were invited to attend a 3rd or 12th class. In both the way of working of the students in the classrooms could be observed.



The 3rd class



The 12th class

After lunch we visited the Town Hall of Pirita district where the governor spoke to us about the history of the place and about the involvement of the local authorities in supporting the school.

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The visit of Pirita Monastery made us understand the history of the place and the inhabitants 'struggle for freedom and religious identity. The guide of this visit was a lady of extraordinary simplicity and modesty, the only woman in the history of the country who endured the rigors of communist prisons. When Estonia became independent, she was Minister of Internal Affairs in the 1990s.



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Tuesday, 29th October 2019

The second day of the project gave us the "surprise" of the whole visit in Estonia!

We visited the oldest school in Estonia, "Gustav Grammar School", founded in 1631 by the king Gustav Adolf.



The school is characterized by its academic ambience and traditions, but also its innovative approach and openness to new ideas. The passion and imagination of school staff, students and families have transformed

As old it was, it is very modern!



the old school building, which no longer meets the needs, into a functional building designed for modern and contemporary needs.

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The new school house was built on the principle that studying is not only confined to a classroom.



The rooms and all corners of the school were designed to encourage learning and activity. It was interesting that they give responsibility to the students to foster their self-esteem. So each class has got an ICT representative to manage the IT problems of their class.



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The students of intermediate grades prepared us some robotics workshops and were "teaching" us in groups. It was a very enriching experience!



Also the students presented us some coding and roboting experiment to teach the things they did.



What remained in our memories from the second day were combination of tradition and modernity!

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Wednesday, 30th October 2019

We got up early and went to Tartu, a city located about 150km from Tallinn, where is the oldest university in the country.



There we received a conference on online enrichment programs that are carried out with high-capacity students. It was a very interesting talk.

We learned from the presentation that the main aim of the University of Tartu Youth Academy (UTYA) is to give opportunities and possibilities for the development of pupils who have a deeper interest in science. The UTYA offers both the facilities to enrich pupils' knowledge beyond usual school curriculum and also the resources to spend their leisure time meaningfully. Pupils of elementary and high schools who feel that the standard curriculum is insufficient for their needs can choose from various enrichment courses the UTYA proposes. They have courses in mathematics, physics, chemistry, life sciences, and also in linguistics, philosophy, and other areas. Some courses are correspondence courses conducted via ordinary mail; some are carried out using e-learning facilities. For pupils who are interested in participating in different kinds of contests the UTYA organizes national Olympiads in mathematics, physics, chemistry,

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informatics, biology and geography, and other areas. Successful performance at national Olympiads gives the opportunity to participate on international contests or Olympiads. For teachers and schools, the UTYA has developed and gathered various teaching resources that help organize individualized learning in classes and are useful for additional extracurricular activities (for instance, arranging contests in schools or preparing instructions for individual work). For schools there is also a possibility of ordering teacher-training sessions regarding gifted children' education and psychology. Parents who are interested in gifted children - for instance, whether their child is gifted or how to support such a child - can find some recourses in respective sections of the UTYA's website. There is also a mailing-list devoted to the topic of gifted children - parents can share there their experience and problems and search solutions to these problems together. Parents can also receive individual counseling.

Then we went to visit the University of Tartu and later to the AHHA science center where in addition to learning we had a fun time.



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The center was established as a special project of the University of Tartu in 1997. AHHA's slogan is "Thinking playfully". The three basic values of center are knowledge ability, professionalism and friendliness and the aim of Science Centre AHHA is to introduce science to everyone and encourage studying through the joy of discovery.



Thursday, 31st October 2019

We had a movie watching and discussion session on Thursday as we did in every meeting. We watched a French movie called "La Famille Belier" together. It was about a young girl gifted in music, who has a deaf family. After watched the movie we had a discussion session trying to answer to the questions about giftedness. Do you Think Paula is a gifted students? /How do you define the basic characteristics of the Music Teacher character in the film? / What should be the qualifications of teachers with gifted students in their classroom? / What do Paula's boyfriend and close friend represent in the film? / Do other families similarly have difficulty understanding the talents of their children? / How do you think people can discover their areas of passion and their talents?

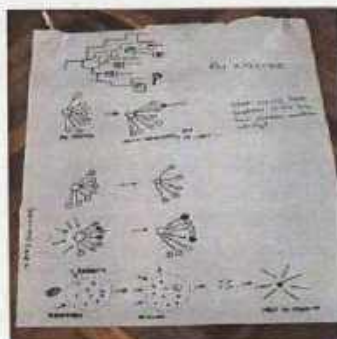
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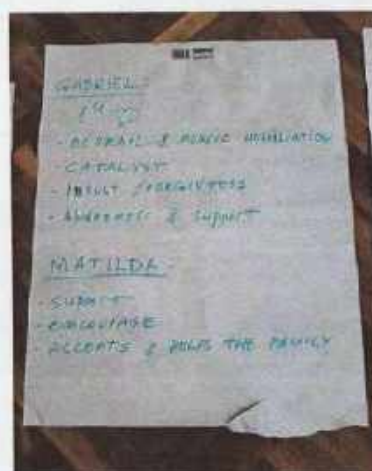
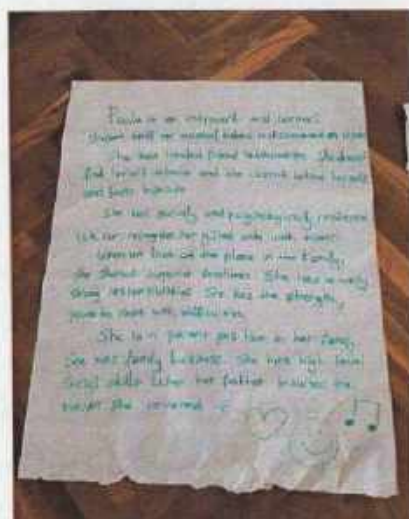
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Our different points of view about the movie

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Later, an interview was held with three gifted students. The students shared with us how they discovered their talents. They talked about the difficulties they experienced and their strengths. One of the students took part the interview was Saskia, Riina's daughter.

The last event of the day was a seminar on underachievement in gifted students by Viire Sepp from Tartu University. The most striking detail in the seminar was that the failure rate in gifted students was higher than other children. What remained in our memories from the fourth day were the magic of music and the lost abilities.



Friday, 1st November 2019

The last day of the project we discovered the beauties and culture of Estonia. We visited a bog, beautiful natural area. While walking down the boardwalk we saw the bog plants, unique nature and the unique reflections of the sun's rays on water.



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After the bog it was time to visit legendary captain's village and Kasmu Maritime Museum. It was so interesting to learn the history of the village and museum by Aarne Vaik, the owner and founder of maritime museum. The unique rooms and objects of the museum allowed us to capture fascinating photos.

In our closing meeting, we evaluated our week and decided next meeting dates in Bulgaria and Romania.

Upon arriving at the hotel we prepared for the farewell dinner in which the participation diplomas were delivered. A traditional Estonian dance group delighted us with their dances and then we had fun with music from different countries that encouraged us all to dance and sing.



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Covid 19

• March 2020 Pandemic of Covid 19

Due to the COVID 19 pandemic our last meeting is postponed to the next school year and the project will be extended with one more year. Be healthy and safe! See you again soon!

#stayhome #staytogether Enter your text here...



September 2020 Extension of the project duration

Due to the ongoing pandemic of COVID 19, the entire project team decided to extend the project duration with one year. Thus, its end is extended until August 2021!

Let's wish ourselves GOOD LUCK!

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Online conference

03/04/2020

Due to the COVID 19 pandemic in the second term of the 2019-2020 academic year and the postponement of all meetings and trips across Europe, the development of our project has been delayed by one year.

Unfortunately, our last two meetings planned in Bulgaria and Romania have been postponed for the next academic year, or at a time when the situation in Europe will allow it. For these reasons, in addition to the daily contact in our Whatsapp project chat, we decided to organize regular meetings online.

On April 3, 2020, our first video conference was held to talk about gifted children in our schools, how we teach online, and how our lives have changed in recent months. It's good to talk with friends, share experiences and good practices, feel supported and loved!

Thank you friends for having you, thank you Erasmus for giving us these incredible opportunities!

Stay home, be calm and positive and Nothing can stop us!

See you soon! <3



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30.09.2020

Second online meeting

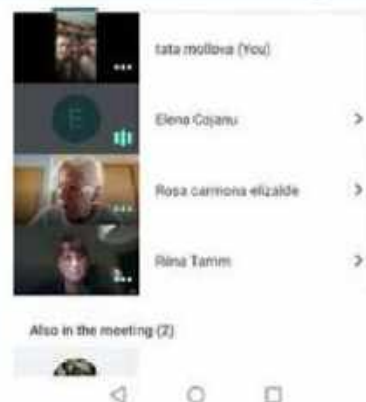
Due to the ongoing pandemic of COVID 19 and the beginning of the 2020/2021 school year and the postponement of all meetings and trips around Europe, the development of our project "Dealing with gifted education" was delayed by one year.

Unfortunately, our last two meetings, planned in Bulgaria and Romania, have been postponed indefinitely - for a moment in the next half calendar year, when the situation in Europe will allow it. For these reasons, in addition to the daily contact in Whatsapp, we decided to organize regular meetings online.

On September 30, 2020, our second video conference in Google Meet was held, where all coordinators from partners' schools (Mrs. Rosa Carmona from Spain, Mrs. Elena Cojanu from Romania, Mr. H.Sefa Akseki, Mrs. Riina Tamm from Estonia, Mr. Giannis Koinakis from Greece and Mrs. Daniela Malinova from Bulgaria) talked about our project future, gifted children in our schools, how we teach online and how our lives have changed in recent months. It's nice to meet friends, even online!

Thanks to the Erasmus Plus program for providing us with these amazing opportunities and these valuable contacts!

We hope that soon we will be able to continue with our full work on this project!



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Serial Online meeting

14/04/2021

Due to the ongoing pandemic of COVID 19 and the postponement of all meetings and trips around Europe, the development of our project "Dealing with gifted education " is still unclear.

Unfortunately, our last two meetings, planned in Bulgaria and Romania, were postponed indefinitely - for a moment in the next half calendar year, when the situation in Europe will allow it.

On April 14, 2021, our regular video conference was held at Google Meet platform, where all coordinators from the partner schools (Mrs. Rosa Carmona from Spain, Mrs. Elena Cojanu from Romania, Mr. H.Sefa Akseki, Mrs. Riina Tamm from Estonia, Mr. Giannis Koinakis from Greece and Mrs. Daniela Malinova from Bulgaria) talked about the future of our project, how we teach online and how everyone deal with the limitations caused by COVID 19 and how our lives have changed in recent months.

We discussed the possibilities for the implementation of the two remaining meetings and decided that if we have an option we will make them in their normal, physical way. Because the nature of our project requires on-site training. If the situation does not allow it, we are ready to organize the meetings virtually. On May 17, 2021 we will decide!

Apart from the important decisions of the meeting, there was a lot of laughter, and Mr. H.Sefa Akseki closed the meeting with a song! <3

It's always nice to work with friends, even online!

Thanks to the Erasmus Plus program for providing us with these amazing opportunities and these valuable contacts!

We hope that we will soon be able to continue with our full work on this project!



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OUR FIFTH MEETING



31st May – 4th June 2021



BUZĂU, ROMANIA

THE BIG FAMILY in virtual space

The fifth meeting of our Erasmus+ project “Dealing with gifted education” started on 31st of May in Buzău, Romania, in virtual space due to travel problems caused by Covid 19.

It was a great joy to see each other again and to meet the new members of our family project!



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Impressions...

The first day started with the Welcoming speeches: Mrs. Oana Matache – the Deputy Mayor of Buzău City and Mr. Cătălin Iordache – the Headmaster of the school.



The Town Hall of Buzău City



"Sfântul Apostol Andrei" Secondary School

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Then, the Romanian team presented a flashback of our activities from the previous meetings in Izmir and Tallinn, turning over the pages of the 2nd edition of „The Diary of the project”



and the Estonian team shared with us the results of the questionnaire for the meeting in Tallinn.

Mrs. Dora Dascălu, headmaster of the Children's Palace Buzău invited us to a virtual tour of Children's Palace to discover gifted education in the non-formal field.



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The second day started with a virtual tour of Buzău City, hosted by the Deputy Mayor of Buzău City, Mrs Oana Matache.

After that, we celebrated the International Children's Day with gifted students:

Diana Gabriela Oprea (graduate/student), Andreea Zotescu (graduate/student), Ionuț Cimacenco (graduate/student), Dragoș-Ionuț Neagu (graduate/student) and Mr. Ovidiu Nica, coach teacher Children's Palace Buzău and with gifted Turkish students: Ela Talay, Yiğithan Yilmaz, Kaan Turan



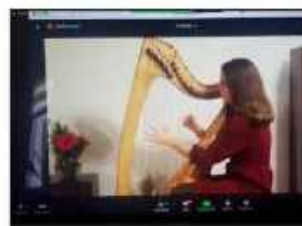
- The advantages of making model planes*
- ✓ It models a person and creates a strong character as each sportsperson should have.
 - ✓ While you are practising this hobby and your skills are improving the financial rewards are coming, too.
 - ✓ It helps children's physical and mental development.
 - ✓ It helps improving your ability to work as a part of a team.

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The amazing Turkish students performed for us



We all agreed that it was a wonderful celebration day of gifted students!

Film session „*The Kindergarten teacher*” was a challenge to us as teachers!

The questions proposed by the Turkish team invited us to discussions, to express different points of view, to share experiences from our professional life!

In the film, we witness the teacher using and abusing the student for her own ambitions. How do you think the situation of an educator with this behavior should be handled?

In the film, we see the effect of the TEACHER's own reality on her communication with her student. If you had to draw a portrait of teachers in your country, what would you like to say? What are the main issues that teachers faced in your country...?





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The academical seminar about gifted education was held by the prof. dr. Florian Colceag (Doctor in Mathematics and Economy, International Expert in Gifted Education) . The topic of the conference "The gifted children - between the present reality and the potential of future" brought up to question" How do we recognize a gifted child? / How do we support him/her? / Which is the best" recipe,,"?"

Topics approached:

- the issue of giftedness profiles (more and more gifted children and more various behaviors/typologies of the profile);
- about the over excitability as a main feature for these profiles;
- the cultivation of the character and personality – the basic key in considering the high potentials.



The second speaker was Mrs. Rodica Efros, Educational counsellor, Educational Director of Kogaion Gifted Academy.

The presentation "The world is not enough..." revealed to us particularities of approaching the giftedness through educational programs Kogaion Gifted Academy, examples of good practices and the importance of the families' involvement in the cultivation process of the gifted children – the defining role of the partnership between mentors and families for the success of the approaching.



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The last day of the Romanian virtual meeting proposed a topic related to our global pandemic crisis *Performance in music defies the pandemic crisis*, presented by Mrs. Oana Dobre, Music teacher and Ana Teodora Dobre (student).



*Musical gifts from the group
„Happy Kids”*

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OUR SIXTH MEETING

14th June – 18th June 2021



SOFIA, BULGARIA THE BIG FAMILY in virtual space

The sixth meeting of our Erasmus+ project “Dealing with gifted education” started on 14th of June in Sofia, Bulgaria, in virtual space due to travel problems caused by Covid 19. It was a great joy to see each other again and to meet the new members of our family project!



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Impressions...

The first day started with the welcoming speech: by the headmaster of the school, Mr. Danko Radoslavov Kalapish.

Then we had a school virtual tour and we discovered the extracurricular activities – historical perspective and also the STEM Education in the Bulgarian school.



We all agreed that the Bulgarian students are involved in many extracurricular activities and that they are gifted indeed!

Film session „*I ragazzi dello Zecchino d'Oro*” was a challenge to us as teachers!

The questions proposed by the Turkish team invited us to discussions, to express different points of view, to share experiences from our professional life!

Having a child like Mimmo what brings the family? How do you describe the strengths and weaknesses of the family? **Greece**

Why do you think that Mimmo Pushes his friend from the stairs? What do you think about the punishment given to Mimmo for his behavior? Could it be do something different or something. more in the case? **Bulgaria**

What are the main characteristics of Music Teachers? She also works hard for her student like





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the teacher at our previous film? How do you compare them? **Romania**

The Girl's mother thinks that her daughter has being affected by Mimmo negatively and wants to stop their relation?

We also observe many cases like this at our Professional life. What can be done if two kids or young have strong attachment each other and if we think that it is not good for them?

Estonia

Mariela has got many problems at the film? What were the most important 3 of them? She solved all the problems very effectively? How do you think that she could solve these problems? Which personal traits helped her? **Spain**



The 3rd day of the meeting was dedicated to the academical seminar about gifted education.

Assoc.Prof. Yonka Parvanova, PhD - Head of the Department of History and Management of Education, Faculty of Education, Sofia University "St.Kliment Ohridski" presented "Institutions and programs to support the personal development of gifted children".



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The 4th day of the meeting offered us a new and unexpected perspective on gifted education: *Learning through videogames*. Theories and ideas / What do videogames teach us? / A closer look at some videogames: Assassin's Creed – Origins, Odyssey, Unity Detroit: Became Human by Zornitsa Gaydarska



The last day started with a virtual tour of Sofia and Bulgaria. We discovered beautiful places and people!



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Beautiful Sofia



The day ended with the Bulgarian musical talents and their teacher Pavlina Chochova. It was a real gala show! Good work!



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Bulgarian gifted students

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Blended mobility in Bulgaria

02 - 04.08.2021

Our last blended mobility of our European KA229 project "Dealing with gifted education" took place in 107 Primary school "Khan Krum", Sofia, Bulgaria. Our Bulgarian partners welcomed the all partners from Alcala de Henares (Spain), Izmir (Turkey), Tallinn (Estonia) and Buzau (Romania) for 2nd to 4th of August 2021. We included our Greek partners through the ZOOM platform due to their inability to travel outside their country. For these few days we have done a lot of administrative and organizational work on the completion of the project and showed the guests how beautiful our Sofia is!

A few days full of smiles and fun! With good partners and BEST friends!





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FROM FILMS TO REALITIES



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From Films to realities

- The Turkish center was in charge of looking for films, articles and documentaries about the giftedness and prepared the film forum sessions throughout the project.

Movie Sessions of Dealing with Gifted Education Project

"Cinema is the greatest mirror of humanity's struggle. You see this alternative world. But you are part of it. Everybody is part of it. This is our world." Lav Diaz

When we started the project we decided to add a movie session to the each meeting. As famous director Lav Diaz had said we watched many alternative worlds about giftedness all together. We had been a part of their lives. We witnessed their challenges and we shared their emotions. We cried ,we laughed and we learned.

H.Sefa Akseki
Coordinator

Film sessions
20.07.2021. İzmir

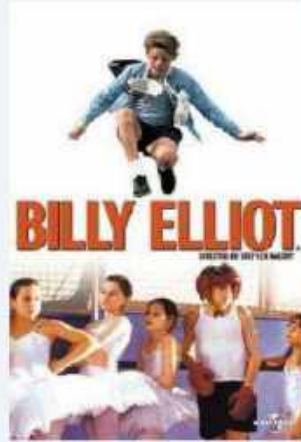
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1. Film forum in ALCALA DE HENARES

Movie: "BILLY ELIOT"



At the first meeting of project we watched the story of Billy Eliot, a boy who wants to be a ballet. After we watched the film we discussed the film with the questions below

*What is the real nature of the prejudice against ballet shown by Billy's father and brother? What other examples of prejudice are there? To what extent are these prejudices still alive and well in our society? Which are we guilty of?

*How does Billy's struggle parallel, or contrast with, the struggle of the striking miners?

*In the scene after the row between Billy's father and Mrs Wilkinson, we see Billy dancing in the outside WC and along the streets before crashing into a fence. *How is Billy's dancing here a metaphor for his situation

* What has Billy gained through making it to the Royal Ballet School? Has he lost anything along the way? Do you think he has really discovered who he is?

- What feelings do the sequences of Billy dancing evoke?
- Billy is trying to 'be himself' or discover who he really is. How far does your culture encourage this ?



2. Film forum in VOLOS. GREECE

Movie: "GIFTED"



At the second meeting in Volos Greece we watched the touching story of a girl who has got a superior math skill...We discussed some questions evaluating the recognition of gifted students, the difficulties they face in life, and how to deal with these difficulties. The questions below were discussed by the five groups and that the results were shared by each group..

- *What you have observed in the child about being gifted ?
- *What problems has the child got as a gifted child and just as a child
- *What are the factors that support and hinder the child?
- *What are your observations about the school principal and the teacher?
- *What would you do if you were the teacher of a child like in the movie?



3. Film forum in İZMİR MEETING-TURKEY

Movie: "WHIPLASH"

Wednesday 5th May 2019

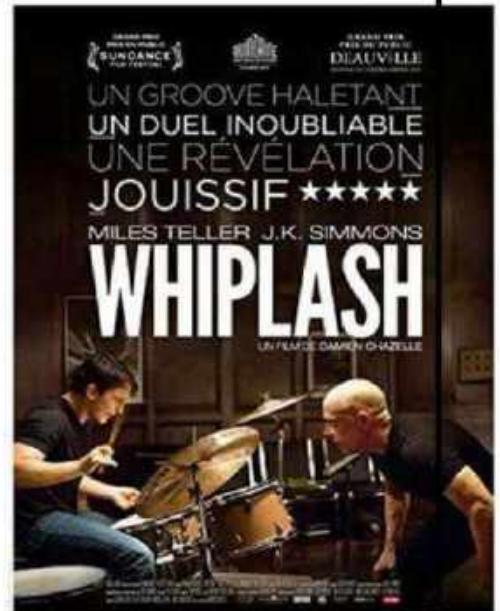
"Our morning was dedicated to a film session and further debate about it. To create some atmosphere, the school band played a few songs. It was an amazing performance. The film was "Whiplash" about a young drummer at a prestigious conservatory, his dream-obsession to be the best and the odd relation with his teacher and his peculiar methods.

We worked in teams to discuss the movie from different points of view"

The Romanian Team published the film session at our Project Diaries with the words above. These were the questions of each subgroup..

- Interpret Andrew Neiman according to his talents. What are his talents that can be identified as giftedness?
- Fletcher (the teacher) says "People misunderstand me. My main goal is to challenge people to go beyond their boundaries and let them to do do more." Evaluate what Fletcher is doing to his students to challenge them?
- In order to stand out a potential, is it necessary to have driving outer forces like Fletcher?
- If you would be the teacher, how would you treat such a student?
- Can you interpret parent attitudes in the movie?

How do the competition among the students (all talented) affect them?
Is it something positive to experience?



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4. Film forum in TALLINN MEETING-ESTONIA

Movie: "LA FAMILIE BELIER"

In our fourth meeting we watched a French Film named "La famille Belier" We joined the challenging life experience of Belier family and their young daughter. Paula Belier, the young girl who lives with her deaf parents, discovers that she has the gift of singing. But it is not easy to pursue her dreams leaving her deaf parents .After we watched the film we expanded our vision on movie discussing the questions below.



*Do you think Paula is a Gifted students? Make a discussion with your group?

* a)How do you define the basic characteristics of the Music Teacher character in the film ?

b)What should be the qualifications of teachers with gifted students in their classroom

*What does Paula's boyfriend and close friend represent in the film? Discuss and evaluate their effects to Paula?

*The family is deaf and dumb in the film, so it is impossible for them to understand their daughters musical talents. Do other families similarly have difficulty understanding the talents of their children?

*Paula begins to realize the beauty and quality of her voice by joining a choir club because of the boy she likes. How do you think people can discover their areas of passion and their talents?



5. Film forum in BUZAU VIRTUAL MEETING ROMANIA

Movie: "THE KINDERGARTEN TEACHER"

In our first virtual meeting in Buzau we watched a very interesting film again named "The kindergarten teacher" Disappointed by her own teenage kids (one wants to join the marines, the other is glued to her mobile phone) and disconnected from her husband (a rare moment of intimacy is all too easily interrupted by a call from Jimmy), A kindergarten teacher, Lisa, has become a shadow searching for the light for one of her student talented at Poem...



We discussed the film with the questions below;

* In the film after the kid read his poem at party teacher feels so sad and starts to cry... Why does the teacher cry at that scene? What are the main feelings you had about the teacher while you were watching the film?

*What do you think about the boundaries the teacher has in her communication with her students? What sort of dynamics are there affecting the teacher's boundaries?

*In the film, we witness the teacher using and abusing the student for her own ambitions. How do you think the situation of an educator with this behavior should be handled?

*What does the teacher experience in the role of mother and in her relationships with her own children? What do you think about the effects of these experiences on her professional life and her relationships with the students?

*Based on the teacher in the film, according to you how successful are teachers in evaluating themselves in their relationships with their students? What kind of system should a school has in terms of teacher attitudes and behaviors?

* In the film, we see the effect of the TEACHER's own reality on her communication with her student. If you had to draw a portrait of teachers in



your country, what would you like to say? What are the main issues that teachers faced in your country...

6. Film forum in SOFIA VIRTUAL MEETING-BULGARIA

Movie: "I RAGAZZI DELLO ZECCHINO D'ORO"

When we met for the virtual meeting organised by our Bulgarian Partner , It was the time to watch our last film.. This time we watched the story of a cute boy, Mimmo... He is a student who has got troubles in his academic life. music teacher touches his life and change his life totally. She discovers his musical talent and also notices the source of his academic troubles..Mimmo is a dyslexic student.. we learned that these students are called as twice exceptional. The questions help us analysing the film were the ones below;



*Having a child like Mimmo what brings the family?
How do you describe the strenghts and weaknesses of the family?

*Why do you think that Mimmo Pushes his friend from the stairs? What do you think about the punishment given to Mimmo for his behaviour? Could it be do something different or sth. more in the case?

*What are the main charecteristic of Music Teachers? She also works hard for her student like the teacher at our previous film? How do you compare them?

*The Girl's mother thinks that her daughter has being effected by Mimmo negatively and wants to stop their relation?

*We also observe many cases like this at our Professional life. What can be done if two kids or youngs have strong attachment each other and if we think that it is not good for them?

* Mariela has got many problems at the film? What were the most important 3 of them?

* She solved all the problems very effectivelly? How do you thinkk that she couls solve these problems? Which personal traits helped her?



At the end of the project the participants were agree that the film sessions had been one of the most liked activities of the meetings...

- Trailers

Download trailer



**BILLY
ELLIOT**
20TH ANNIVERSARY



" BILLY ELIOT "

1st Film forum in ALCALA DE HENARES

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"GIFTED"

2nd Film forum in VOLOS. GREECE

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"WHIPLASH"

3rd Film forum in İZMİR MEETING-TURKEY

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THE BÉLIER FAMILY



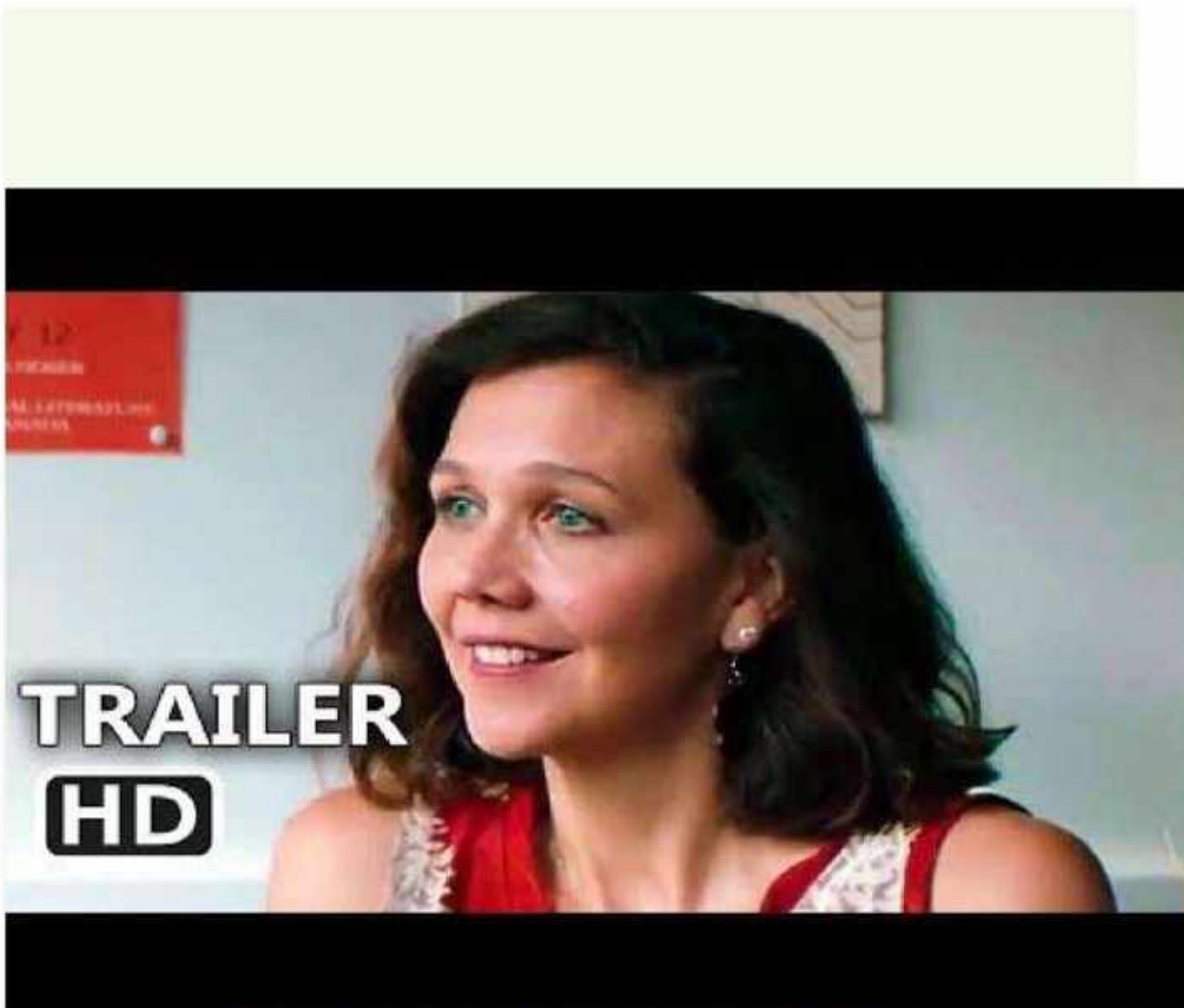
"LA FAMILIE BELIER"

4th Film forum in TALLINN MEETING-ESTONIA

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"THE KINDERGARTEN TEACHER"

5th Film forum in BUZAU VIRTUAL MEETING ROMANIA

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"I RAGAZZI DELLO ZECCHINO D'ORO"

6th Film forum in SOFIA VIRTUAL MEETING-BULGARIA

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Assessments

Project „Dealing with Gifted Education” first meeting Summary

We had 11 respondents answering as followed:

1. How did you like the everyday agenda?

7 points of 7 – 9 votes

6 points of 7 – 2 votes

Comments:

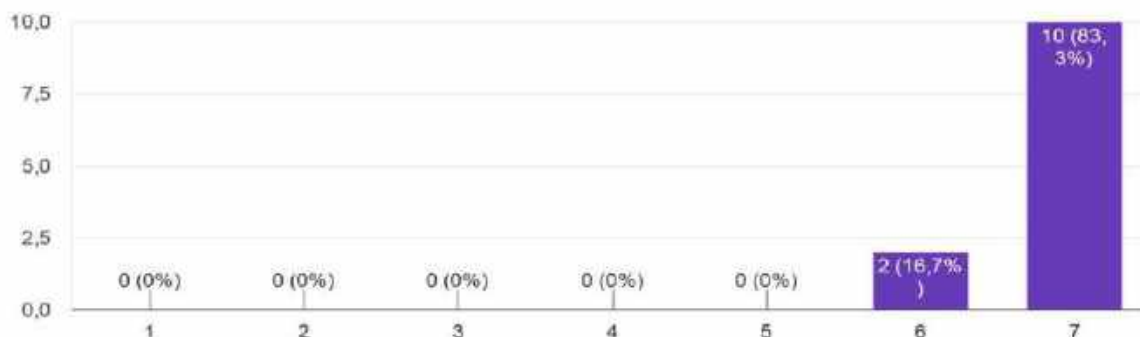
Work and pleasure were well balanced.

Everything was just brilliant - location, people, school, meetings, presentations, workshops, trips to other towns, etc. ; even the weather. Just perfect!

Synopsis: Everybody liked everyday agenda very much.

1. How did you like the everyday agenda?

12 vastust



2. How did you like the eating arrangement?

7 points of 7 – 10 votes

6 points of 7 – 1 vote

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Comments:

Good assortment and big amounts of food in the dormitory diner!

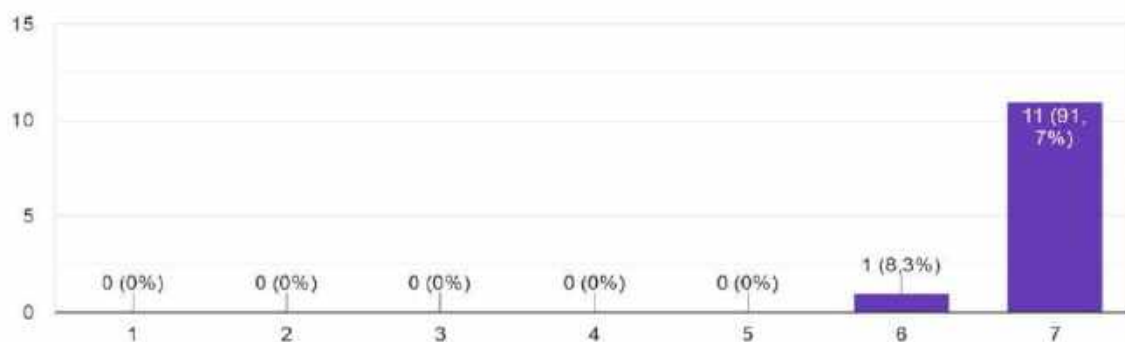
It was excellent with very reasonable price...

Flexible schedule, wide choice, relaxed atmosphere

Synopsis: Everybody liked eating arrangement very much.

2. How did you like the eating arrangement?

12 vastust



3. How did you like the accommodation?

7 points of 7 – 9 votes

6 points of 7 – 2 votes

Comments:

Clean and trendy place.

Convenient location, excellent price/quality ratio, good neighbours

Synopsis: Everybody liked accommodation arrangement very much.

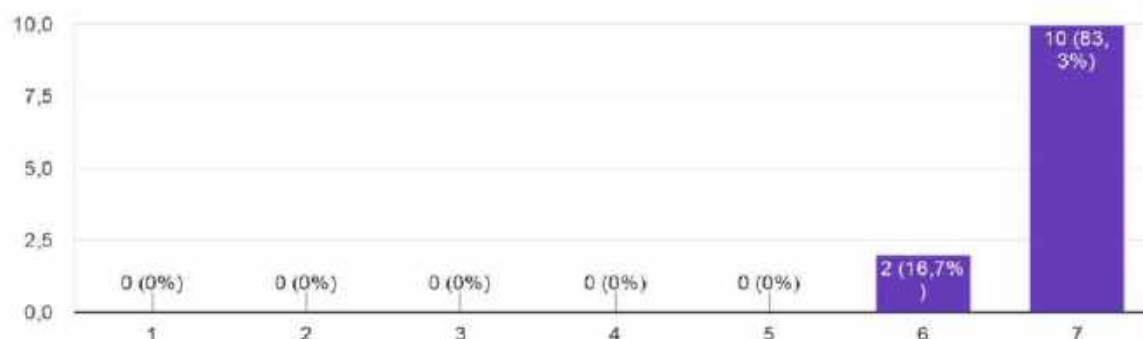
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3. How did you like the accommodation?

12 vastust



4. Please rate activities based on the scale: 1 - the best... 5 - the least

* Presentation of educational systems and attention to diversity focused on Gifted students in each country – 4 voted for the best

* Seminar on High Abilities issues. (Angeles Bueno) – 10 voted for the best, 1 voted for the least

* Enrichment program presentation. (Jesús Agua) – 5 voted for the best, 1 voted for the least

* Round table with gifted students. - 7 voted for the best, 1 voted for the least

* Film Forum. «Billy Elliot» - 5 voted for the best, 4 voted for the least

Comments:

It's a little bit difficult to assess all the presentations as one (see the grid above); definitely, all of them were interesting, but I have to admit, that I really enjoyed the Spanish presentation most

Synopsis: The most liked activitie was Seminar on High Abilities issues by Angeles Bueno.

5. With how many participants did you talk in the course of our activities, i.e. you learned something more about them than just the name?

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1-2 persons – 0

5-6 persons – 2 participants

with half of the people (12 persons) – 6 participants

with most of us (18 persons) – 2 participants

with everybody (24 persons) – 1 participant

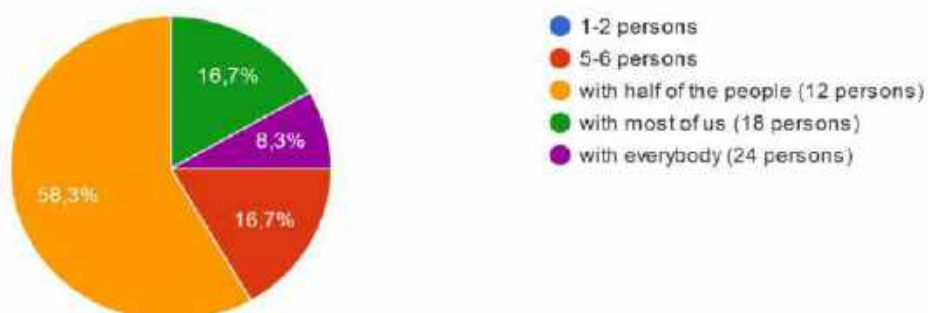
Comments:

Probably even more, but unfortunately one week is not a very long time, besides fully packed with activities, therefore it's not easy to make more than 20 new friends :)

Synopsis: Half of the participants say that they managed to get know half of the group.

5. With how many participants did you talk in the course of our activities, i.e. you learned something more about them than just the name?

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6. Please explain with your own words what the outcome of our project will be!

We will have an overview of the topic and write down recommendations for teachers.

It gave us food for thought concerning the education of gifted students.

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It will have the opportunity to learn about the work done in different countries.

The exchange of experience between the project's members believes that it is beneficial for the approach of the activity of each of us. Many of the methods we have encountered during the

Spanish activities have already been applied in didactic activity and I think they have made it more attractive for children.

Cultural exchange and learning different educational systems...

I think this project is extremely useful and innovative in the field of the abduction of gifted students. For all teachers, such a course is needed

I learned a lot of useful facts and techniques for developing classes with gifted students. I already apply everything learned and I have no patience for the next part of the training and for everything we will learn by the end of the project

I think that the project will help me to be more confident and effective both in discovering and working with the gifted children. The other very important thing will be the possibility to share experience and useful techniques from now on.

Timely discovering of these children requires flexibility in the teaching process that aims to expanding the knowledge and skills and drawing the attention of the gifted children.

To learn possibilities for creating a system focused on gifted students in each country. All six participating countries are going to have a lot of highly professional and emotionally intelligent teachers with an individual approach to every student, attentive, able to notice, and ready support and nourish young talents.

7. Are there any aspects of the project that you feel should be more clearly specified?

I'm not sure that I know too well what the outcome of this project will be and how we will achieve it.

Everything was quite clear.

Should the project have a purpose, such as a survey or a curriculum program?
Not only have to be voice think...

No



To observe the chance given to the gifted students in different countries

I think that everything is OK.

none at all

Summary: Maybe we should once more talk about the aim and the outcome of the project.

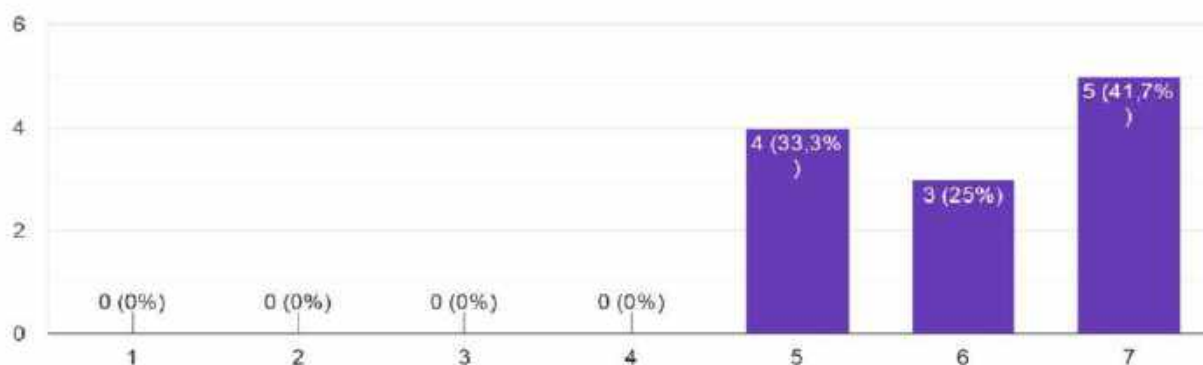


Project „Dealing with Gifted Education” second meeting Summary

We had 12 respondents answering as followed:

1. How did you like the everyday agenda?

12 vastust



Comments:

I would have liked more time to share views and project.

Few activities based on the purpose of the project

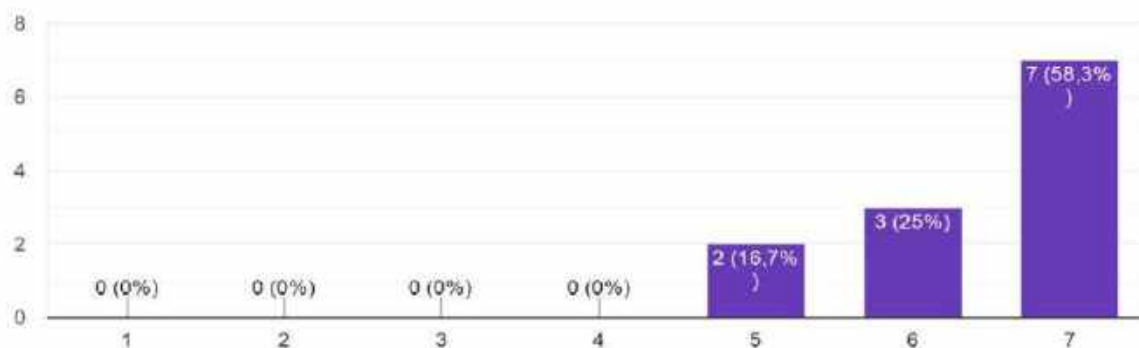
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2. How did you like the eating arrangement?

12 vastust



Comments:

Great. Thank you very much to our hosts

Very good idea to prepare an invoice for each country with all the meals included

Three lunches in the same restaurant with the same menu wasn't very good

Food was very good but portions was quit big. Usually we don't eat so mutch.

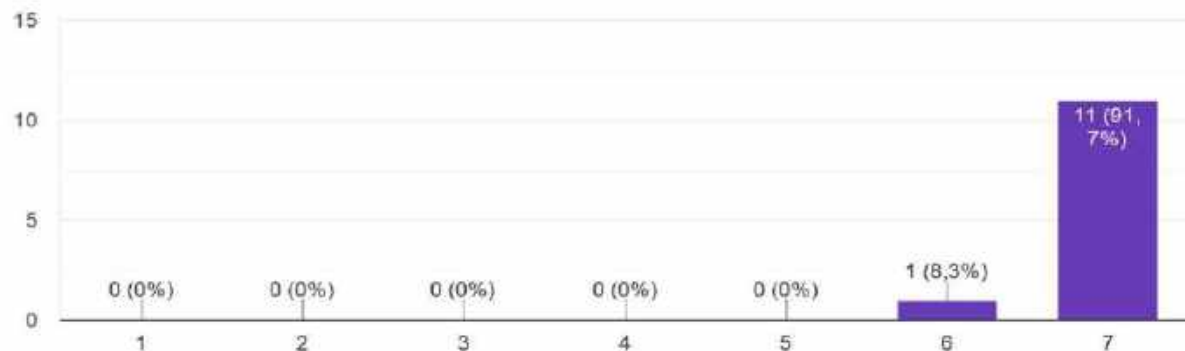
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3. How did you like the accommodation?

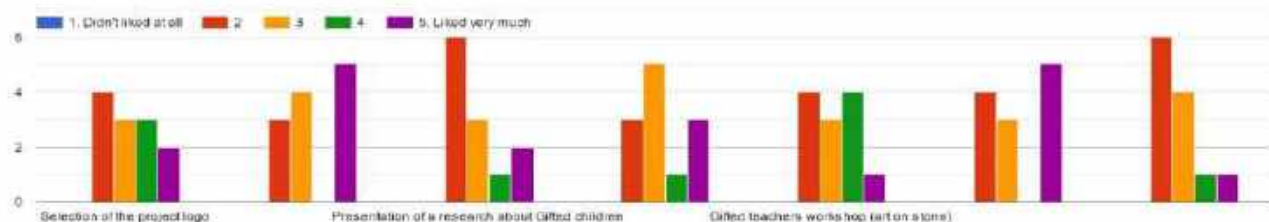
12 vastust



Comments:

Good view, clean rooms, close to the city centre
 Very much.
 Very much .
 Very good!
 Great
 Very much.
 Hotel was comfortable and the staff was so kind
 It was ok. Wonderful view. Good breakfast. Well dituated
 I have appreciated having free time in the afternoon
 Great location
 Very beautiful view and comfortable bed

4. Please rate activities based on the scale: 1 - didn't liked at all... 5 - liked very much



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Columns from left to right:

1. Selection of the project logo
2. Presentation of 5 famous scientists
3. Presentation of a research about Gifted children
4. Presentation from Greek Mathematical Society
5. Gifted teachers workshop (art on stone)
6. Film Forum «Gifted»
7. Seminar in University of Thessaly "Gifted students: Features and teaching support" (by Stavroula Kaldi and Theodoros Kokkinos)

Most liked were:

Presentation of 5 famous scientists	- liked very much: 5 votes
Film Forum „Gifted”	- liked very much: 5 votes
Gifted teachers workshop (art on stone)	- liked very much: 1 vote, liked it: 4 votes

Seminar in University of Thessaly "Gifted students: Features and teaching support" (by Stavroula Kaldi and Theodoros Kokkinos) - didn't liked it: 6 votes, so and so: 4 votes

Presentation of a research about Gifted children - didn't liked it: 6 votes, so and so: 3 votes

Comments:

I think we could have worked more on the film.

The film was very good but the technical support didn't allow us to see the subtitles. I think we couldn't understand it all

The beginning of activities draged, and it wasted our precious time.

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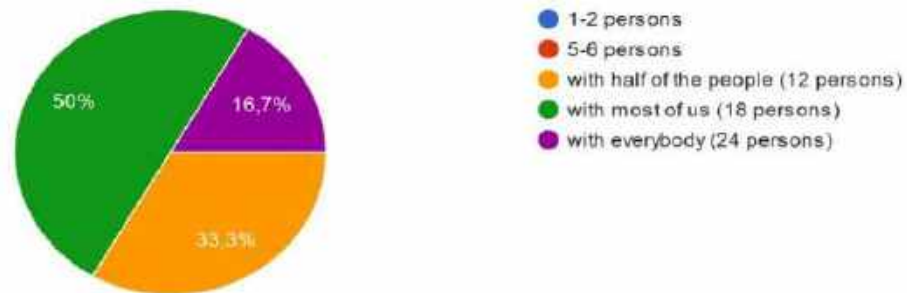


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5. With how many participants did you talk in the course of our activities, i.e. you learned something more about them than just the name?

12 vastust



Comments:

Thanks to everyone

Some people is very shy. We should prepare some working teams with mixed groups.

Couldn't talk to everybody, because some of us weren't much communicative



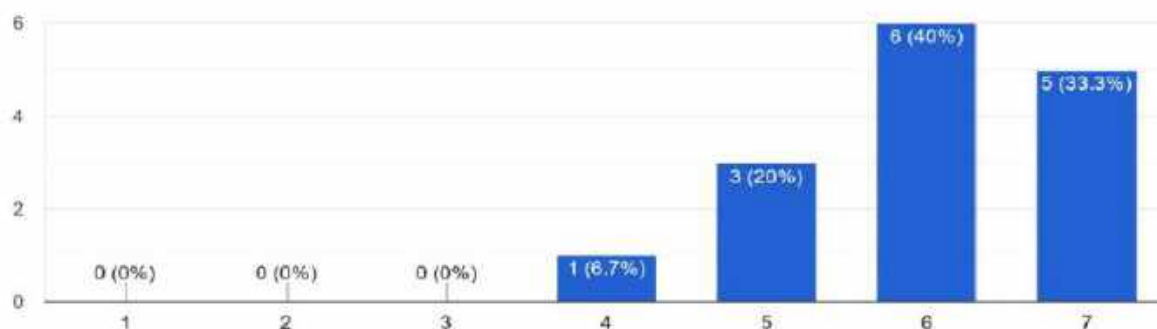
Project „Dealing with Gifted Education” fourth meeting Summary

by Riina Tamm, Pirit Majandusgümnaasium

We had 15 respondents answering as followed:

1. How did you like the everyday agenda?

15 responses



Comments:

We have visited very interesting places

The agenda was very interesting and useful for the all participants, in 100% relation with the main project topic

A little bit full

A little bit hard and tiring.

2. How did you like the eating arrangement?

15 responses



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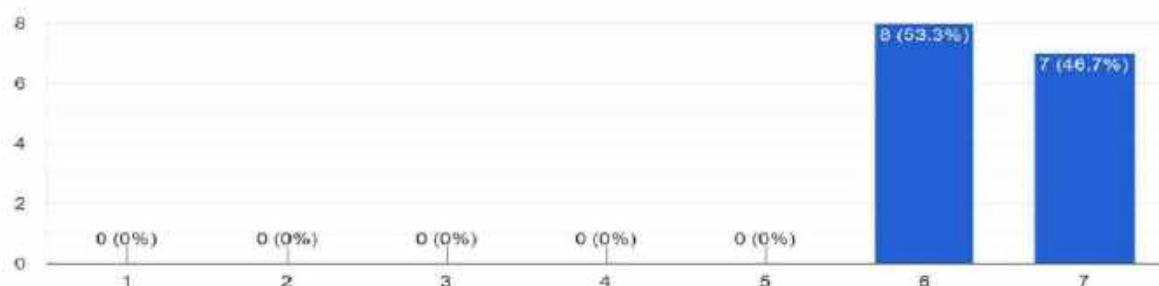
Comments:

Great foods, very good elections

in General the food was delicious, but different than my taste. sometime too modern and mixed salty and sweet

3. How did you like the accommodation?

15 responses



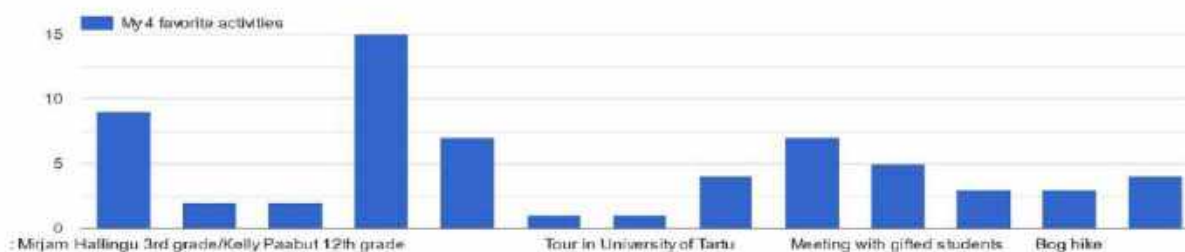
Comments:

Comfortable, very nice breakfast, easy to arrive

Nice and comfortable hotel, near to the school and polite personal

Comfortable, cosy, quiet - perfect

4. Please mark 4 activities that you liked the most:



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4.1 Top three of most liked activities was:

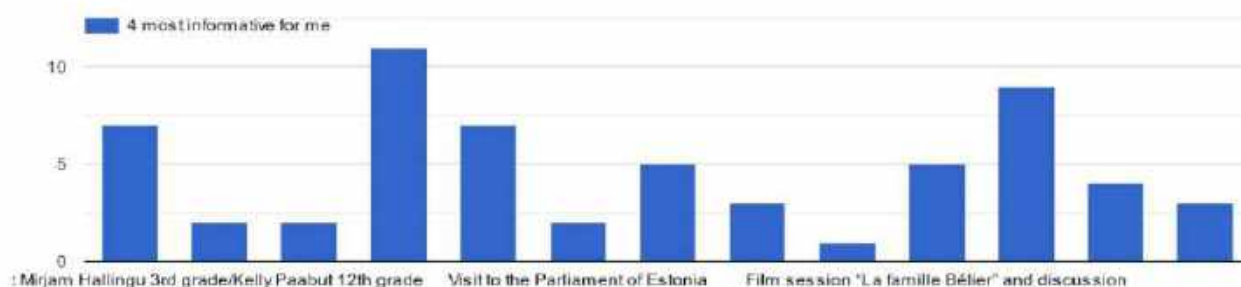
Visit to Gustav Adolf Grammar School - 15 persons

Visiting open lessons: Mirjam Hallingu 3rd grade/Kelly Paabut 12th grade - 9 persons

Robotics workshop lead by Students of Gustav Adolf Grammar School - 7 persons

Film session "La famille Bélier" and discussion - 7 persons

Please mark 4 activities that were most informative for you!



4.2 Top three of most informative activities were:

Visit to Gustav Adolf Grammar School - 11 persons

Meeting with gifted students - 9 persons

Visiting open lessons: Mirjam Hallingu 3rd grade/Kelly Paabut 12th grade - 7 persons

Robotics workshop lead by Students of Gustav Adolf Grammar School - 7 persons

Columns from left to right:

Visiting open lessons: Mirjam Hallingu 3rd grade/Kelly Paabut 12th grade

Visit to Pirita district government, Mr Tõnis Liinat

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Visit to Pirita Convent, Ms Lagle Parek

Visit to Gustav Adolf Grammar School

Robotics workshop lead by Students of Gustav Adolf Grammar School

Visit to the Parliament of Estonia

Visit to the Tartu University Science School

Tour in University of Tartu

Science Center AHHA/CSI: DNA extraction workshop

Film session "La famille Béliet" and discussion

Meeting with gifted students

Seminar Gifted Students' Underachievement by Ms Viire Sepp (University of Tartu)

Bog hike

Visit to Käsmu maritime museum

Comments:

The seminar topic was crucial. It would be very useful to have the powerpoint in English.

Questions 3 and 4 are not easy to answer. There are mixed categories that I can't compare.

The all activities were very interesting and useful

5. With how many participants did you talk in the course of our activities, i.e. you learned something more about them than just the name?

15 responses



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Comments:

Each time is easier to talk to everyone.

Next time I will try to talk with all of the participants, but this time I could not deal with this task (unfortunately)

6. To secure a successful outcome for our project, I would suggest...

I think the project is going quite well. If the participants read and explore more by themselves it may be more productive...Also the participant can be more active to explain the aspects of being gifted..

To have some periods to discuss on the topic of gifted students during the Bulgarian and Romanian meeting.

More time for change experience with gifted pupils.

Nothing, I liked the whole experience very much!

Make the week of the program less stressful.

A more relaxing programme so that we have the chance to communicate with partners and get asense of the local culture. Some more discussions or activities about the concept of the programme.



E TWINNING



Dealing with gifted education

Teaching gifted students can be one of the most challenging issues of school life. Gifted students are not easy to deal with because, among other things, they have a different way of thinking. It is proven that they use different strategies to face learning based more on "intuitive jumps" than on "rational steps".

Teachers who have to deal with this type of student have to know their peculiar characteristics with the aim of being able to help them get the most out of their passage through the school and at the same time keep high their taste for learning, their self-esteem, and maximum development of their capabilities.

A teacher who is not familiar with and trained with this type of student can become a trauma for their education.

Lack of flexibility, wanting to maintain a linear order in content learning, repetition, mechanical tasks, the belief that gifted children are smart enough as to achieve a great school performance without any help, are some of the reasons why about 30-40%

Teacher Bulletin

[Post an update](#)

Online members



Official project blog (Bulgarian team's task)

giftededucationblog.webnode.com/

Project group in Facebook

<https://www.facebook.com/groups/325240571285839>

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Erasmus+

"Dealing with Gifted Education"



Spain



Turkey



Greece



Bulgaria



Romania



Estonia

*Gifted children are born with feathers,
the teachers help them fly*

*Thank you Erasmus for all of the opportunities to learn and meet
so wonderful people all over the World!*