



Lifelong
Learning
Programme



GUIDELINES TO DESIGN AND FACILITATE TRAINING ACTIVITIES FOR TEACHERS AND PARENTS OF GAT STUDENTS

PROJECT GATE

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



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INTRODUCTION

FRAMEWORK

These Guidelines have been designed after two expert's meetings and one transnational meeting of the Leonardo Da Vinci Partnership project "Gifted and Talented Children Teacher's and Parent's Training – GATE". These training activities are addressed to teachers and parents of GAT (Gifted and Talented) students. The project is financed by the European Commission through the Lifelong Learning Programme 2007 – 2013.

ORGANIZING THE TRAINING ACTIVITY

To organize such activity, there are minimum criteria in coherence with the application form submitted to the European Commission:

- At least, one training activity (for teachers or for parents) should be organized by each partner organization, between end of December 2014 and beginning of March 2015.
- The training activity is recommended to be developed in the partner organization mother tongue, but results should be translated into English language.
- The number of participants per training activity could be between 10 and 25.
- The profile of the participants is "teachers" or "parents".
- The results should be treated and prepared for the next transnational meeting, to be held in Stara Zagora (BG) between the 22nd and the 25th of March 2015.
- The results will be included in the final publications of the project "A BOOKLET FOR TEACHERS AND PARENTS OF GIFTED AND TALENTED STUDENTS: APPROACH TO VOCATIONAL EDUCATION AND TRAINING"

For this purpose, these guidelines have been designed to facilitate to partner organizations the design, implementation and evaluation of the mentioned training activities.

Target group and registration

As mentioned in minimum criteria:

- The number of participants per training activity could be between 10 and 25.
- The profile of the participants is "teachers" or "parents".

The registration form could be found in the annexes of the present guidelines, so please translate it into your mother tongue before proceeding to register participants in the training activity.

Facilitator profile and selection

For a good facilitation, the following knowledge, skills and attitudes are a must:

- Welcome the participants in a comfortable way, creating a relaxed work atmosphere.
- Explain clearly the expected aims and results for the training activity
- Explaining clearly each activity before its implementation, without believing all participants are experts in the field.
- Check as often as needed the understanding of the proposed exercises.
- Follow the guidelines, but being flexible when requested, without losing the overall aim.
- Avoid long speeches; facilitate participant's pro – active approach and participation.
- Summarise at the end of the session and discuss the reached results in a positive way.

To select a good facilitator, you can do it from your own staff, but take in consideration the target group (teachers or parents), the candidate experience in facilitation and the deep knowledge of the project LDV GATE.

Regarding expenses of external facilitators, please note that each partner has only budget for mobilities, so the facilitator recruitment should be done on your own expenses.

External experts

For the initial part of introduction to GAT students, you could ask local experts to join the first part of your training activity... try to bring people not – too – much – academic, to avoid a rather tedious starting point for the training activity.

Here you are some suggestions and ideas... but you are free to decide which experts you want to involve:

- Local Services of Pedagogy and Psychological support: for example, the PPS in Šiauliai (LT), the GATEA Pedagogic Service in Murcia (ES), the MOTIVA company in Brno (CZ), etc...
- University and Governmental Education staff like the people in charge of the Protocol for High Capacities Students in Murcia Region (ES)

For other kind of experts (paid experts) it is up to you to select and to recruit them.

Risk assessment

What should I do if I do not reach the minimum number of participants...?

What should I do if the facilitator gets sick in the very last minute...?

What should I do if the venue is not adequate for the training activity...?

What should I do if the Wi-Fi connection fails...?

Just one (or two) words of advice:

- Take a breath and leave the air blow out slowly
- Plan everything taking in consideration such possibilities
- Ensure you have all the needed logistic matters resolved at least one week before the training activity
- If possible, invite one person from your own staff exclusively to deal with logistic responsibilities. This will help the facilitator to focus on the training activity and the quality of the training will not be affected.

In case everything happens at the same time, meet your team and think of the possibility to delay the training one or two days, that's all.

Expected products

At the end of the training activity, the following products should be collected:

- Signature sheet (a form is available in the annexes, take it and translate it into your mother tongue when you finish the registration period... please, not one hour before the training starts!)
- Pictures of the training activities (VISIBILITY! DISSEMINATION!) needed for the Facebook group, for the LDV GATE Project website and for your own websites and pages.
- Facilitator report (please, in English) explaining how the training course was developed (one page), the final results (half page, number of participants, number of hours, etc.) and the questionnaires (a

form is included in English at the end of these guidelines, please, translate it into your mother tongue BEFORE the training activity starts and translate the results into English for the meeting in Bulgaria in March 2015)

- Assessment by partner organizations: according your experience with the training activity and the feedback provided by participants in the questionnaire, please, write half page of your recommendations regarding future training activities for other education practitioners, parents and teachers related to GAT students.

STRUCTURE OF THE TRAINING ACTIVITY

LDV GAT PROJECT TRAINING COURSE – WORKSHOP FOR TEACHERS

It is suggested a ½ day Workshop (4-6 hours) designed for 15-20 participants. The workshop is divided into 3 main parts with action planning to conclude

- **Overall Aim: To support teachers of GAT students through the existing educational resources and innovative methodologies to work with such kinds of students.**

PART 1 – PRESENTATION (developing knowledge)

- Introduction by partner organization representative or by facilitator (framework)
- Content:
 - o generating common definitions of gifted and talented
 - o discussion surrounding situation of GAT in the country
 - o use of case studies/stories to illustrate GAT examples
 - o identification of support and resources – where to go
- Discussion and Reflection (format depends of group)

PART 2 – ACTIVE LEARNING (developing the skills of our teachers with the objective of learning how to ‘spot’ GAT children)

- **Activity 1** aims to get teachers thinking about the language involved with strength based discussions. This will involve questions around “what is a strength” (exercise 1 from annexes) and the issues associated with identifying a strength e.g. aggression. “How can we restructure negative thinking into positive in relation to GAT spotting).
- **Activity 2** – Identifying my own strengths (exercise 2 from annexes). This aims to engage teachers in an introductory activity associated with positive self-reflection.
- **Activity 3** “Spot a GAT” is an observation activity based on video footage (exercise 3 from annexes).

PART 3 – DISCUSSION AND LIVE INTERVIEW (developing a positive and open attitude to GAT children)

Inclusion of a guest speaker (profile of this person will depend on needs of each organization/country). This might be an expert (psychologist) or a teacher experienced with GAT students.

GAT PROJECT TRAINING COURSE – WORKSHOP FOR PARENTS

COURSE FRAMEWORK

It is suggested ½ day (max.) Workshop (4-6 hours) designed for 10 – 20 participants. The workshop is divided into 3 main parts with action planning to conclude.

- **Overall Aim: To support parents of GAT students to work with them at home, in collaboration where possible with teachers and significant others in the educational community**

PART 1 – PRESENTATION (developing knowledge)

- Introduction
- Content:
 - generating common definitions of gifted and talented
 - discussion surrounding situation of GAT in the country
 - use of case studies/stories to illustrate GAT students
 - identification of support and resources – where to go and who to go to
- Discussion and Reflection (format depends of group)

PART 2 – ACTIVE LEARNING (developing the skills of parents with the objective of learning how to ‘spot’ GAT children)

- Activity 1 – Top 5 Questions (exercise 4 from annexes plus hand out 1 and 2)
- Activity 2 – Who’s got Talent? (exercise 5 from annexes)
- Activity 3 – Parent’s stories (exercise 6 from annexes plus hand out 3)

PART 3 – DISCUSSION AND LIVE INTERVIEW (developing a positive and open attitude to GAT children)

- Inclusion of a guest speaker (profile of this person will depend on needs of each parent group/organization/country). This might be an expert (psychologist) or a teacher experienced with GAT.

ANNEXES

Exercises

Handouts

Evaluation questionnaires:

For teachers

For parents

Support forms:

Registration

Signatures sheet

Exercises

EXERCISE 1			
What is strength?			
OBJECTIVE (S)			
<ul style="list-style-type: none">• To support teachers of GAT students through the existing educational resources and innovative methodologies to work with such profile of students.• To encourage the teachers to think in terms of strengths and potential.• To get the teachers thinking about the language involved with strength-based discussions.			
TARGET GROUP		TEACHERS OF GAT STUDENTS.	
GROUP PROFILE			
Group size	10 – 20	Ages	Not applicable
DESCRIPTION (step by step)			
<p>1) Ask the participants to take a pen and a sheet of paper and write down answers to the following questions:</p> <ul style="list-style-type: none">• How do you understand the notion of strength?• What strengths can you imagine? How could it be recognised one strength?• Can weakness be a strength and vice versa? <p>2) Ask the participants to quickly summarise the one or two of their ideas they find most important. You may make notes or write down key-words on the white board.</p> <p>3) Compare and discuss the answers/ideas of the participants.</p>			
NEEDED RESOURCES			
<ul style="list-style-type: none">▪ Pens and writers▪ Sheets of paper▪ White board▪ Markers			
TIMING (how long time the whole exercise, how long each step, etc...)			
<p>50 minutes (depending on the size of the group and the questions you choose)</p> <p>1) 15 minutes - brainstorming</p> <p>2) 20 minutes – presentation of ideas</p> <p>3) 15 minutes - discussion</p>			
COMMENTS (tips and tricks, variations)			
<p>In step 1, depending on the size of the group you may ask all the questions or select just some of them. You may modify the questions according to the exact profile of your target group and according to the specific goals you want to achieve.</p>			
EXPECTED RESULTS:			
<p>At the end of the exercise, think whether the participants changed their understanding of strengths or whether they modified their attitudes to it</p>			
EVALUATION (how to evaluate the results at the end of the exercise)			
<p>Written questionnaire at the end of the workshop. Facilitator could ask for free opinions at the end</p>			
AUDIOVISUAL RESOURCES (links to websites)			
<p>Not applicable</p>			

EXERCISE 2			
What are my strengths?			
OBJECTIVE (S)			
<ul style="list-style-type: none">• To support teachers of GAT students through the existing educational resources and innovative methodologies to work with such profile of students.• To engage teachers in an activity associated with positive self-reflection.• To demonstrate the potential of positive self-reflection.			
TARGET GROUP		TEACHERS OF GAT STUDENTS.	
GROUP PROFILE			
Group size	10 – 20	Ages	Not applicable
DESCRIPTION (step by step)			
1) Ask the participants to list at least 20 of their strengths. Set a time limit of 2 minutes. Observe the response of the participants. 2) Discuss with the participants if the task was easy or difficult? Why? Check if the participants reached or surpassed the number of 20. 3) Ask the participants to present their list to their colleagues and summarise their experience from the exercise.			
NEEDED RESOURCES			
<ul style="list-style-type: none">▪ Pens▪ Sheets of paper.			
TIMING (how long time the whole exercise, how long each step, etc...)			
25 minutes (depending on the size of the group) 1) 5 minutes 2) 5 minutes 3) 15 minutes			
COMMENTS (tips and tricks, variations)			
If the participants listed only a small number of strengths ask whether it would be easier to identify their weaknesses. Discuss why yes/not?			
EXPECTED RESULTS:			
Teachers will develop positive attitudes toward positive self-reflection e.g. by asking whether they would find useful to carry out such an exercise with children in class.			
EVALUATION (how to evaluate the results at the end of the exercise)			
Questionnaire.			
AUDIOVISUAL RESOURCES (links to websites)			
Not applicable			

EXERCISE 3			
Spot a GAT			
OBJECTIVE (S)			
<ul style="list-style-type: none">• To support teachers of GAT students through the existing educational resources and innovative methodologies to work with such profile of students.• To experience identifying peoples’ strengths, gifts and talents and to acquire basic skills to “spot” a potentially gifted and talented child			
TARGET GROUP		TEACHERS OF GAT STUDENTS.	
GROUP PROFILE			
Group size	10 – 20	Ages	Not applicable
DESCRIPTION (step by step)			
1) Find a video of children suitable for practice of spotting strengths or gifts and talents (for inspiration look to the audio-visual resources section). 2) Watch the video with participants 3) Discuss whether they were able to identify strengths or gifts and talents of particular children on the video. Explain the aims of the activity.			
NEEDED RESOURCES			
<ul style="list-style-type: none">▪ Computer with internet▪ Internet connectionAudiovisual equipment▪ Projector or beamer			
TIMING (how long time the whole exercise, how long each step, etc...)			
40 minutes 2) 15 minutes (depending on the length of the video and the number of projections) 3) 25 minutes discussion and analysis of the video (depending on the length of video)			
COMMENTS (tips and tricks, variations)			
It might useful to allow the participants to watch the video several times or recommend them to watch it again at home with a time distance.			
EXPECTED RESULTS			
Participants (teachers) would be more confident now in attempting to identify strengths of their pupils.			
EVALUATION (how to evaluate the results at the end of the exercise)			
Questionnaire			
AUDIOVISUAL RESOURCES (links to websites)			
Selection of talent identification videos: Talent identification, skill development, Child Sport, Child Fitness https://www.youtube.com/watch?v=mKGrW5d5ARc https://www.youtube.com/watch?v=hMnTXMMK4wI			

EXERCISE 4			
Top 5 questions			
OBJECTIVE (S)			
<ul style="list-style-type: none">• To encourage parents to formulate a personally significant question about parental support for a gifted teenager• To support parents of GAT students to work with them at home, in coherence with teachers and educational community approach.			
TARGET GROUP		PARENTS OF GAT STUDENTS	
GROUP PROFILE			
Group size	10 – 20	Ages	Not applicable
DESCRIPTION (step by step)			
<p>The workshop facilitator must be able to organise both individual, paired, foursome and whole group dialogue.</p> <ol style="list-style-type: none">1. Describe the purpose of the activity which is to find out what parents IN THE WORKSHOP believe to be significant (important) questions in relation to ‘the gifted teenager’.2. Distribute hand – out with 5 questions.3. Invite parents to read each question, to reflect on each one and then to prioritise the five. Number 1 being the most significant to them.4. Parents work in pairs, discussing the similarities and differences between their lists.5. Parents then do the same but this time in groups of four.6. The whole parental group in the workshop determine THE single most significant question from the 5 provided. Give them the suggested answers hand – out 3 and ask them to match the answers with the questions.7. Whole group discussion about other significant questions.			
NEEDED RESOURCES			
<ul style="list-style-type: none">• Hand-out 1with the list of 5 questions printed on them• Hand-out 2 with some suggested answers to each of the 5 questions			
TIMING (how long time the whole exercise, how long each step, etc...)			
TOTAL TIME = 1 hour Steps 1-2 = 5 minutes Step 3 = 10 minutes Step 4 = 10 minutes Step 5 = 15 minutes Step 6 +7 = 20 minutes			
COMMENTS			
The aim is NOT to TELL parents what might be important/significant to them but to encourage them to discuss this.			
EXPECTED RESULTS			
<ul style="list-style-type: none">• To know how to formulate a significant question about supporting their GAT children.• To read and prioritise 10 questions (see below).• To compare and discuss personal list of priorities with other parental lists in the class.• To do a whole workshop survey to find out the most significant question from the list provided• To discuss any other questions of significance to parents in the group.			
EVALUATION			
Provided written questionnaire			
AUDIOVISUAL RESOURCES (links to websites)			
No audio-visual essential for its success.			

EXERCISE 5			
Who's got talent? (or What gift do they have?)			
OBJECTIVE (S)			
<ul style="list-style-type: none">• To support parents of GAT students to work with them at home, in coherence with teachers and educational community approach.• To try to answer the questions, ‘which person has what kind of gift/talent ?’ (i.e. Talent identification).• To discuss with other parents the many meanings of a ‘talented’ child.• To explore different ways to support children with talents			
TARGET GROUP		PARENTS OF GAT STUDENTS	
GROUP PROFILE			
Group size	10 - 20	Ages	Not applicable
DESCRIPTION (step by step)			
<ol style="list-style-type: none">1. To explain the purpose of the activity which is to name and describe different gifts and talents in different individuals.2. To invite parents to watch a video clip of gifted and/or talented people.3. To ask individual parents to think about, which person is the most gifted/talented?’4. Parents work in small groups of three to discuss their thoughts.5. The whole parental group discusses their answer to the question stated in (3) above.6. As a whole group to discuss gifts and talent identification processes and how parents might best support a child with talents.			
NEEDED RESOURCES			
<ul style="list-style-type: none">• Screen or big wall for projection• Audio-visual equipment• Laptop or PC• Projector or beamer.			
TIMING (how long time the whole exercise, how long each step, etc...)			
TOTAL TIME = 1 hour Step 1 = 5 minutes Step 2 = 10 minutes Steps 3+4 = 10 minutes Step 5 = 15 minutes Step 6 = 20 minutes			
COMMENTS			
<ul style="list-style-type: none">• The key to success for this activity is to choose a great video clip that makes sense to the parental group. In the UK one of the most favourite TV programmes is called, ‘Britain’s Got Talent’. Other countries have their own similar programmes.• It is important to choose a video clip where people show different kinds of gifts/ talents. (eg. dancing, singing, painting, sport etc.)			
EXPECTED RESULTS			
To discuss any other questions of significance to parents in the group.			
EVALUATION			
Questionnaire			
AUDIOVISUAL RESOURCES (links to websites)			
<ul style="list-style-type: none">• Suggested YOU Tube clip: https://www.youtube.com/watch?v=kDLR4LoztNA			

EXERCISE 6			
Parent Stories			
OBJECTIVE (S)			
<ul style="list-style-type: none">• To understand the importance of storying / telling stories as supporting resource for GAT students• To support parents of GAT students to work with them at home, in coherence with teachers and educational community approach.			
TARGET GROUP		PARENTS OF GAT STUDENTS	
TEACHERS	✓ PARENTS		
GROUP PROFILE			
Group size	10 - 20	Ages	✓ Not applicable
DESCRIPTION (step by step)			
<ol style="list-style-type: none">1. Facilitator should explain the importance and power of telling GAT stories to each other.2. Distribute the three parent stories and invite parents to select ONE story that they would like to discuss/explore with others.3. Parents given 10 minutes to read their chosen story and formulate and ANSWER to the stated question.4. Parents work in pairs, discussing their answers (it is not a problem if parents have selected different questions).5. Parents do the same but this time in groups of four.6. The whole parental group have a conversation about answers that have been given.			
NEEDED RESOURCES			
Handout 3 printed			
TIMING (how long time the whole exercise, how long each step, etc...)			
TOTAL TIME = 75 minutes Step 1 = 5 minutes Steps 2 & 3 = 10 minutes Step 4 = 20 minutes Step 5 = 15 minutes Step 6 = 15 minutes			
COMMENTS (tips and tricks, variations)			
The facilitator needs to encourage parent-to-parent conversations. The facilitator needs to ‘manage the process’ not add their own views. The facilitator should make a note of the main points arising from the stories.			
EXPECTED RESULTS			
Be able to choose a significant story from the 3 presented to them Read, reflect on and offer an answer to the question posed at the end of each story. Be able to share answers with others, listen to and appreciate alternative views about the three issues described in the stories.			
EVALUATION questionnaire			
Questionnaire			
AUDIOVISUAL RESOURCES (links to websites)			
Not applicable			

Hand outs

HAND OUT 1

TOP 5 QUESTIONS.
<ol style="list-style-type: none">1. What types of characteristics are 'normal' for talented/gifted young people?2. How can I help my talented/gifted teenager to be motivated to learn?3. How can I help my talented/gifted teenager with friendships?4. My talented/gifted teenager won't talk to me about sensitive issues. How can I improve communication?5. How can I help improve my talented/gifted teenager's self-esteem?

HAND OUT 2

SOME FACILITATOR SUPPORT MATERIAL FOR THE FIRST 5 QUESTIONS

1. WHAT TYPE OF CHARACTERISTICS IS 'NORMAL' FOR TALENTED/GIFTED TEENAGERS?

In different parts of the world there are many ways of defining how these characteristics come together, from countries that look at an intelligence quota (IQ) on a 130+ based system of identification, to those which take a broader view of intelligence to include young people displaying, for example, excellent interpersonal skills, abilities in the area of logistics or mathematics, or musical or linguistic skills.

2. HOW CAN I HELP MY TALENTED/GIFTED TEENAGER TO BE MOTIVATED TO LEARN?

It is important to remember that the only person who can really motivate your talented/gifted teenager is... your gifted teenager! You are responsible for changing the environment within which your teenager becomes motivated. Follow the 50/50 rule: 50% of motivation comes directly from your child, 50% from his or her environment. Concentrate on changing the environment and hopefully your child will respond. It may be useful to reflect upon the following:

- Do you think your teenager's motivation is to get ten good grades in their exams or do their homework to the best of their ability? Their motivation could be speed, (get it done fast) or to do the least amount of work they can get away with, because they want to do other things!.
- Some teenagers positively respond to praise and some hide with embarrassment at this age. Therefore, raising your voice to them in an attempt to get them to work may have the opposite effect; they might 'down tools'. But by being positive and telling them how well they are doing, the effect on their motivation can be amazing. Finding out what motivates them is a good place to start.
- How far do you show your teenager the behaviour you want them to copy? There is little point telling them to do one thing, whilst doing something different yourself! Comment on all the good things they do (no matter how small or seemingly insignificant they are). As long as it is genuine it should begin to bring results.

3. HOW CAN I HELP MY TALENTED/GIFTED TEEN WITH FRIENDSHIPS?

Some ways to help your child with forming friends:

- taking up a new hobby with your teenager
- asking the school or youth group to carefully ensure that teenagers work together so that they can make friends
- finding activities where your child can meet like-minded peers (e.g. IGGY network)
- helping them to use social networks safely
- finding a pen pal from your own country or overseas for your teenager

4. MY TALENTED/GIFTED TEEN WON'T TALK TO ME ABOUT SENSITIVE ISSUES; HOW CAN I IMPROVE COMMUNICATION?

It may be useful to reflect upon the following:

- Who will start a conversation? Sometimes one parent or even another relative (eg older brother or sister) may have a better relationship with your teenager than others.
- Could you ask them to talk about the issue with your child? Sometimes an older brother or sister can approach the issue with more credibility (so long as they know what to say!) than someone older and 'wiser'.
- *Is the time and place right?* It is important for both people to be relaxed before a sensitive issue is raised. Poor moments could include when the teenager has just come home from school, or before or after an exam, or when it is too late, or after the incident has just happened. In addition, many parents report finding it easier to discuss something sensitive when they are away from the house or when they are doing something else. Examples given by parents include driving a car with just the two of you, going shopping, or out for lunch.
- *How far do you model acceptable behaviour yourself?* If you do not want our child to shout or show anger, we should not shout at them or others; if we want them to tidy their room, we should not keep our room untidy.

5. HOW CAN I HELP IMPROVE MY TALENTED/GIFTED TEENAGER'S SELF-ESTEEM?

With gifted teenagers in particular, it is essential that you give genuine praise for effort as well as achievement, no matter how small. This also needs to be reinforced time and time again as they may not easily believe you. Try not to compare your teenager to others, especially brothers and sisters. They often do this themselves and it can seriously undermine their self-confidence! We are all unique, so focus on your child doing his/her personal best.

HAND OUT 3

PARENT STORY 1

My son Isaac came home with a letter from school. It said, "Your child has qualified for the Gifted and Talented programme." I wasn't familiar with this programme. Evidently I should be pleased, but what did it mean?

For my son, it turned out to mean that twice a week he'd leave the regular classroom and spend an hour in the "Talent Pool" with a group of children who, like him, were recognized as "gifted and talented." A special teacher would provide opportunities and projects designed for the special kids in this "pull-out programme." My immediate feeling was that I was 'disturbed'.

QUESTION:

Why do you think this parent was 'disturbed'?

PARENT STORY 2

My 9 year old daughter seems to be really good at maths, and she loves the subject. She always gets the best grades in her class. The other children notice that she always answers correctly and finishes the work first. She stands out. When she comes home and asks me to help her, I feel totally inadequate. I can't help! I don't know what the maths is about. I'm 40 years old and still count on my fingers!

QUESTION:

What advice and support do you think could be given if parents feel inadequate?

PARENT STORY 3

In my daughter's school, children are tested to see if they are gifted & talented at 11 years. The type of test determines what types of gifts will be discovered. At school, for example, the tests seem to look for maths and verbal skills, quick reasoning and pattern recognition. They're not likely to find the child of unusual empathy. ... the one who hears music in her head. . . the one who knows what the trees are saying the one who can do amazing things with a paint brush or run forever! After a certain period of suspense, the results are public knowledge at school. Should I be worried about this?

QUESTION:

What 's a 'fair' test for children ?

Evaluation questionnaires

LDV GATE Project – Workshop for GAT Student’s TEACHERS

VENUE: _____ DATE: _____

1. Please, mark with an “x” between 1 (poor) and 5 (excellent):

	1	2	3	4	5
Information about the workshop venue					
Information about the training content					
Food and coffee breaks					
Working room					
Documentation					
Organization – logistic arrangements					
Facilitation					
Group participation					
Feeling the workshop was worthwhile					

Please, mark with an “x” the answer that fits to you. The main aim of the workshop was:

- **To support teachers of GAT students through the existing educational resources and innovative methodologies to work with such profile of students.**

2. Did the workshop achieve this aim?

- ☐ Not at all ☐ Partially ☐ Completely

Did the workshop fulfil your expectations?

- ☐ Not at all ☐ Partially ☐ Completely

3. Please, take some time to think about the following questions:

Did your understanding and attitude towards GAT students change?

- ☐ Not at all ☐ Partially ☐ Completely

Do you feel more confident in identifying strengths in GAT students?

- ☐ Not at all ☐ Partially ☐ Completely

Do you think you might change your behaviour towards GAT students?

- ☐ Not at all ☐ Partially ☐ Completely

Are you going to use any of the activities delivered in this workshop in your teaching practice?

- ☐ yes ☐ No ☐ Don’t know yet

Do you think the delivered activities are useful in your teaching practice?

☐ Yes Potentially

☐ No

☐ Don't know yet

Why?

Any other comments

THANKS FOR YOUR PARTICIPATION!!!

LDV GATE Project – Workshop for GAT Student’s PARENTS

VENUE: _____ DATE: _____

Please, mark with an “x” between 1 (poor) and 5 (excellent):

	1	2	3	4	5
Information about the workshop venue					
Information about the training content					
Food and coffee breaks					
Working room					
Documentation					
Organization – logistic arrangements					
Facilitation					
Group participation					
Feeling the workshop was worthwhile					

Please, mark with an “x” the answer that fits to you. The main aim of the workshop was:

- **To support parents of GAT students to work with them at home, in coherence with teachers and educational community approach.**

Did the workshop achieve this aim?

- ☐ Not at all
 ☐ Partially
 ☐ Completely

Did the workshop fulfil your expectations?

- ☐ Not at all
 ☐ Partially
 ☐ Completely

Please, take some time to think about the following questions:

Did your understanding and attitude towards GAT students change?

- ☐ Not at all
 ☐ Partially
 ☐ Completely

Do you feel more confident in identifying strengths in GAT students?

- ☐ Not at all
 ☐ Partially
 ☐ Completely

Do you think you might change your attitude or behaviour towards GAT students?

- ☐ Not at all
 ☐ Partially
 ☐ Completely

Any other comments?

THANKS FOR YOUR PARTICIPATION!!!

Support forms

LDV GATE WORKSHOPS REGISTRATION FORM

Please, complete the following information. Fields marked with * are compulsory as this will help us to keep you in touch with the outcomes of this project. If you don't complete then, it will not enable us to proceed your registration form to final selection.

First name *	
Last name *	
Postal address	
Contact email	
Contact phone number *	

Please, answer the following questions:

Which is your relationship with Gifted and Talented Students?* (this is asked above). How about What is THE most important thing you wish to get from this workshop?
How did you know about this workshop?
At this point in time, how far do you think it would be useful to form a local GAT Student Support Group

Please, fulfil and send to the organizer before the deadline.

Thanks for your interest!

LDV GATE WORKSHOP FOR TEACHERS / PARENTS (delete the less adequate)
SIGNATURE SHEET

DATE		VENUE	
FACILITATOR			

FIRST NAME	LAST NAME	Are you attending as a TEACHER and/or PARENT T = Teacher P = Parent T/P = both	ORGANIZATION (only for teachers)	CONTACT e-mail address	SIGNATURE

PROJECT PARTNERS

ASOCIACION INTERCULTURAL LA GALERIA (ES)

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



EDUcentrum o. s. (CZ)



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

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



- Address: Via G. Camozzini, 5 – 37126 Verona, Italy
- Website: www.comprensivo03vr.gov.it
- Contact person: Anna Berti (vric89200e@istruzione.it)
- About the organization: The ISTITUTO COMPRENSIVO STATALE 3 “SAN BERNARDINO – BORGO TRENTO” is a state educational institution, composed of a kindergarten school, three primary schools, a middle school and a permanent territorial center for adult education. It is a place of training and education by means of study, acquisition of knowledge and the development of critical consciousness. The school is a community based on dialogue, research and social experiences, guided by democratic values and aimed at the development of the person in all its dimensions.

Reflective Learning – International (UK)



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

Trakia University – Stara Zagora (BG)

- Address: Student Campus, Stara Zagora 6000, Bulgaria
- Website: www.uni-sz.bg
- Contact person: Elena Lavrentsova (elenavit@abv.bg)



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

Public institution National Region's Development Agency (LT)



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

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

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