

TEACHER TRAINING

METHODOLOGY FOR IDENTIFICATION FOR GIFTED AND TALENTED CHILDREN IN EARLY YEARS

DEVELOPING NEW APPROACH FOR IDENTIFICATION OF GIFTED CHILDREN IN EARLY YEARS

Introduction of different education systems and different approach for observing and identification.

Goal 1

Identification of gifted students

Underachievers/Characteristics

Bloom taxonomy/tasks

Goal 2

Prepare tasks/Bloom taxonomy

Testing in the group of children 4-6 years

Goal 3

Settle the observation scale of gifted and talented children/upon the tasks

Goal 4

Testing this observation scale in countries

Goal 5

Blooms Taxonomy



Creativity

Activities

(you can use questions or you just observe behavior of the child)

	Behavior
OTHER USE	How can you use this object/idea in new situation? How can we also use this object/idea? How can you modify object/idea?
CHANGE	Can you change the object/idea? Can you turn around the object/idea? Can you change the meaning, color, motion, sound, names, forms of the object---idea? <i>What happen? How it looks? How it smells? etc</i>
INCREASE	Can you add something to this object/idea? Can you adopt object/idea to be: higer, longer, doubling, multiplying, exaggeration, smaller, more compact, minimized, lowered, divide. <i>What happen? How it looks? How it smells? etc</i>
REPLACE	Can you replace the object/idea? Can you add other material, ingredients? Can you develop new approach? Can you develop tone, voice, function of object/idea?

	Can you add new process or change the old one? <i>What happen? How it looks? How it smells? etc</i>
TRANSFORM	Can you replacing the components? Can you replacing the cause of the result? Can you develop different appearance? Can you develop different sequence? <i>What happen? How it looks? How it smells? etc</i>
RETURN	Can you return from negative to positive? Can you return around the conflicts? Can you replace starting point? Can you see from other side? <i>What happen? How it looks? How it smells? etc</i>
COMBINING	Can you combine the units of object/idea? Can you combine purposes and ideas? <i>What happen? How it looks? How it smells? etc</i>

Observation scale - high creative thinking

	Behavior
OTHER USE	Can use object/idea in new options. Can modify object/idea. Has new ideas of new use of object/ideas.
CHANGE	Can change the object/idea: meaning, color, motion, sound, names, forms
INCREASE	Can add other object/idea to object/idea. Can adopt object/idea: higer, longer, doubling, multiplying, exaggeration, smaller, more compact, minimized, lowered, divide.
REPLACE	Can replace the object/idea. Can add other material, ingredients. Can develop new approach. Can develop tone, voice, function of object/idea. Can add new process or change the old one.
TRANSFORM	Can replacing the components. Can replacing the cause of the result. Can develop different appearance. Can develop different sequence.
RETURN	Can return from negative to positive. Can return around the conflicts. Can replace starting point. Can see from other side.
COMBINING	Can combine the units of object/idea Can combine purposes and ideas.

Examples

Intrapersonal intelligence

- > Design a personal action plan to...
- > How would you solve the complex problem of...?
- > Challenge your beliefs on... by....
- > How could you improve...?
- > Map out your own... (eg career plan / learning journey) over the next few years

Interpersonal intelligence

- > Design positive games for groups to...
- > Design key questions for a group discussion about...
- > Design a set of criteria for...
- > Design a team solution to...
- > Plan a campaign to challenge people's thinking on...

Picture/Spatial intelligence

- > Redraw... to improve...
- > Design an all-new boardgame for...
- > Re-design cartoons / book covers / computer graphics ...
- > Develop a visual metaphor that represents...

Body/Kinaesthetic intelligence

- > Make an unusual...
- > Create a freeze frame to...
- > Design an object (eg a toy / a tool...) for...
- > Design a set of criteria for...
- > In teams of ...(4 / 5 / 6), design a roleplay to show how...

Musical/Rhythmic intelligence

- > Create jingles / songs to help others remember...
- > Create original sounds as background for...
- > Rewrite known songs, and add / delete issues / scenes / characters in order to ...

Verbal/Linguistic intelligence

- > Design a strategy to...
- > Make an unusual...
- > Write a dialogue between...(a torch and a candle; an animate and an inanimate object)
- > Create an argument to persuade people to...
- > Write a proposal to convince...
- > Create limericks for...

Logical/Math intelligence

- > Design a set of criteria to judge...
- > Design a better experiment...
- > Create estimates for...
- > Design a new code for...
- > Use a word matrix or story grid for creative writing ideas

Evaluating - developing opinions, judgements or decisions

Activities

(you can use questions or you just observe behavior of the child)

	Behavior
APPRAISE	Is this important for you/other child? Is this important for character in story?
CHOOSE	Is there better solution to _____? How you choose?
COMPARE	Is better than solution _____?
CONCLUDE	What conclusions?
DECIDE	How would you decide about: _____?
EVALUATE	What criteria would you use to assess _____?
GIVE OPINION	What do you think about _____? What do you think about ...?
JUDGE	What do you think? Can you defend ____? Judge the value of ...
JUSTIFY	Do you believe ...? How would you feel if ...? Who will gain and who will lose?
PRIORITIZE	What is most important?
RATE	What are the consequences of ...?
SELECT	Do you think ... is a good or bad thing?
SUPPORT	What you will use to help him/yourself? What information would you use to support the view?
VALUE	Would you recommend this _____ and why? Why is ... of value?

Observation scale - evaluation

APPRAISE	Can decide what is important. Stories, social situation,
CHOOSE	Can choose. Better, bad,
COMPARE	Can compare.

	Situations, objects, ideas.
CONCLUDE	Can conclude.
DECIDE	Can decided.
EVALUATE	Can evaluate.
GIVE OPINION	Can give opinion.
JUDGE	Can judge.
JUSTIFY	Can justify.
PRIORITIZE	Can prioritize.
RATE	Can rate.
SELECT	Can select.
SUPPORT	Can support.
VALUE	Can value.

Examples

Intrapersonal intelligence

- > Evaluate the success of your personal goals
- > Which situation was the most... (challenging; amusing; exciting...)? Explain why.
- > Rank your personality traits from strongest to weakest.

Interpersonal intelligence

- > Which of the two...would be best for...?
- > Play games designed by other children, and offer positive suggestions for improvements
- > Which situation of ... (challenging; amusing; exciting...)

Picture/Spatial intelligence

- > Develop criteria for evaluating book covers / computer graphics / icons / websites
- > Have a pros and cons debate about the visual worth of...
- > Which one is more pleasing, and why?
- > Choose the most effective ...

Body/Kinaesthetic intelligence

- > Which is the best performance? Explain why.
- > Which of the ... (training programs, movements, devices) best meets the needs of ... (target group)
- > Decide which was the best ... (demonstration, presentation) ... (list options)

Musical/Rhythmic intelligence

- > Which one is most effective? ... (state the choices)
- > Have a pros and cons debate about ...
- > Choose the five most important questions to explore the issue of...
- > Write recommendations for...

Verbal/Linguistic intelligence

- > Design a strategy to...
- > Make an unusual...
- > Write a dialogue between...(a torch and a candle; an animate and an inanimate object)
- > Create an argument to persuade people to...
- > Write a proposal to convince...
- > Create limericks for...

Logical/Math intelligence

- > Rate ... (a series of choices) from most to least effective. Justify your choices.
- > Categorically prove this statement.
- > Justify the decision to...

Analysis - separating a whole into component parts

Activities

(you can use questions or you just observe behavior of the child)

	Behavior
ANALYZE	What are the parts of the features of _____?
CATEGORIZE	How would you categorize?
CLASSIFY	Classify _____ according to _____?
COMPARE	How does _____ compare/contrast with _____?
CONTRAST	How does _____ compare/contrast with _____?
DEBATE	Why do you think?
DEDUCT	Can you list the parts?
DETERMINE THE FACTORS	What is the theme? What is main topic? Who was in the story?
DIFFERENTIATE	What is a different between ...? Can you define the difference parts ...?
DISSECT	Analyse the reasons for?
DISTINGUISH	Can you distinguish between ...?
EXAMINE	Find the errors.
INFER	What can you infer?
SPECIFY	What is a main idea? What is a turning point?

Observation scale - analysis

	Behavior
ANALYZE	Can analyze the topic, theme, book, toys ...
CATEGORIZE	Can categorize objects by topic, color, sounds ...
CLASSIFY	Can classify toward other objects ...
COMPARE	Can compare between different options, objects ...
CONTRAST	Can compare between different options, objects ...
DEBATE	Can discuss in the group, defend the opinion ...
DEDUCT	Can deduct the story, situations ...
DETERMINE THE FACTORS	Can determine the factors which influence on story, social situation ...
DIFFERENTIATE	Can differentiate the whole picture.
DISSECT	Can find the reasons.
DISTINGUISH	Can distinguish between ...

EXAMINE	Can research.
INFER	Can infer.
SPECIFY	Can specify the main problem, topic, character ...

Examples

Intrapersonal intelligence

- > Investigate all the factors that could influence you in...
- > Analyse the thinking patterns that you use in ...(various situations / problems)
- > Develop a 'process folio' that outlines how you complete your different learning tasks

Interpersonal intelligence

- > Analyse the reasons for...
- > Analyse an issue / topic from at least two different perspectives...
- > Investigate the needs of...
- > How might ... (a group, organisation, team, family) respond to...?
- > Analyse the feelings of... during...

Picture/Spatial intelligence

- > Analyse the reasons for...
- > How many other ways could...?
- > Use a visual flow chart to represent ... (a maths operation / a social dynamics issue / a storyline...)

Body/Kinaesthetic intelligence

- > Investigate how the parts interact in...
- > Compare the movements of..
- > Classify the movements of...
- > How many other ways could...?
- > Conduct research on this issue, and present your findings in a series of mimes / a short play

Musical/Rhythmic intelligence

- > Analyse the reasons for...
- > Investigate ...
- > Draw up a Sound Map for your school
- > Conduct research on this issue, and present your findings in a series of songs / raps
- > Compare and contrast different types of music used in ads / movies / sitcoms...

Verbal/Linguistic intelligence

- > What really is ... (an abstract concept such as trust, ambition, cooperation, racism)?
- > Analyse the reasons for...
- > Compare and contrast different ... (genre / characters / storylines / responses / attitudes / beliefs / theories)

Logical/Math intelligence

- > Investigate....
- > Analyse the reasons for...
- > What if...?
- > Play 20 Questions
- > Conduct experiments to prove your hypothesis
- > Separate ... from ... (eg fact from opinion)
- > Create a table to show...

CASE STUDY

Book Interview Protocol

Describing:

What's happening on this page?

Predicting:

What do you think will happen next?

Problem solving:

How else could the character solve the problem?

Empathizing:

How does the characters feel about what's happening?

Creating:

What would you do if you were the character?

Recalling:

Do you remember what the character did first?

Slovenian curriculum - goals

Areas

1 Moving – body activity

Goals:

- Developing the coordination and coherence of movements (coordination of the movement of the whole body, arms and legs), balance,
- linking movement with elements of time, space and rhythm,
- develop finger skills or t. i. fine motor,
- develop strength, accuracy, speed and flexibility, perseverance,
- relaxed implementation of the natural forms of exercise (walking, running, jumping, jump, roll, climb, slide ...)
- acquisition of basic physical concepts: awareness of space (where the body moves), ways (how the body moves), various positions and relationships between parts of their own bodies between objects and people, between people,
- understanding and implementation of the various natural motion games,
- acquisition of basic modes of movement with the ball,

- find their own way in resolving physical problems
- relaxed movement in the water and the acquisition of basic elements of swimming,
- acquisition of skills to ride a bike, roller skating skills ...
- learn about winter activities
- acquisition of basic elements of folk rajalnih and other dance games
- introduce children to the game, where the rules must be respected,
- learning about the importance of cooperation in the gaming group, mutual assistance and "sporting behavior"
- meet a variety of sports tools and utilities, their description and use
- learn the basic principles of personal hygiene,
- learn about clothes and shoes that are appropriate for physical activity
- learn elementary games and sports genres specific to our own and other cultural backgrounds, past and present,
- learn about the role of nature and a clean environment in conjunction with the movement in nature,
- learn basic safety measures that are necessary for the implementation of physical activity, and raising concerns for their own safety and the safety of others.

2 Language

Goals:

- The child listening in everyday communication and he is included in communication processes with children and adults (non-verbal and verbal communication, culture, communication, communication styles, courtesy of ...).
- child in everyday communication develops the ability of separation (identification) between dialects / colloquial language and literary spoken language.
- Child expressed through gestures and body movements.
- The child develops the ability to respond to non-verbal expression of the wishes and suggestions of others.
- The child develops language ability in different functions and positions of the everyday activities and in different social situations.
- While listening to and telling fairy tales and other literary works develops the ability to imaginative use of language; get to know the moral and ethical dimensions; a literary person is identified and experiencing the literary scene.
- The child recognizes, enjoying and having fun in the absurd stories, rhymes, a variety of voice and word games, jokes, and while experiencing sonority and rhythm.

- The child develops language at all linguistic levels (phonological and morphological of the syntactic and semantic).
- The child is experiencing and getting to know verbal communication as a source of pleasure, fun and problem solving.
- The child develops prereading and prewriting skills and abilities.
- The child develops the ability of the mental and emotional participation in the literary world.
- The child listens to a variety of literary genres and getting to know the differences and similarities between them.
- The child learns words, the book as a source of information.
- A child with a book experiencing pleasure, joy, fun, linking the aesthetic and physical comfort, and to acquire a positive attitude towards literature.
- The child develops the ability to co-design imagination and experience of the literary world (mainly literary image of the person and the narrative space).
- The child learns self-telling.
- The child develops the ability to use language in conjunction with mind when designing predpojmovnih structures (number, amount, weight, space, time ...), in interpersonal relations.
- The child creatively express in language.

3 Art

Goals:

- arouse curiosity and joy of artistic activities, art and diversity,
- promotion experience, expression and the joy of beauty,
- experience of art as part of the social and cultural life,
- experiencing and learning about the works of art,
- developing artistic visualization and imagination by imagining and creating,
- nurturing and developing individual creative potentials in the phases of experience, imagining, expression, communication and enforcement in the field of artistic activities,
- discover and cultivate specific artistic skills and talents,
- development of spatial, temporal, visual, hearing and physical performances and the performances of the arts, communication, self and other,
- cultivate, promote and develop the sensory experience by directing increased attention to the sensation of the body, touching, watching and listening to ourselves and selected resources from the environment,
- cultivate and promote the rich and varied response to internal and external world,

- develop the ability of artistic expression sensual, emotional, mental, aesthetic value and experience,
- experiencing and learning about communication with and about art, music, dance, drama, film, television ... Parts
- experiencing and learning about the artistic language and their expressive qualities,
- developing the ability to express the same experience in different artistic languages, dance, drama, art, music, film ...
- use and development of skills; learning, exploring, experimenting with artistic means (body, voice, materials, objects, instruments, techniques and technologies) and their expressive properties,
- promote universal creativity in the preparation, organization and use of resources and space.

4 Society

Goals:

- The child receives concrete experiences on democratic principles that underpin modern society.
- The child learns that all people in a given society to assist and cooperate in order to enable this function and the survival, well-being and comfort.
- The child acquires concrete experience for the acceptance of differences (by gender, national and cultural background, religion, physical and mental constitution, etc.).
- The child has the possibility of loosening the stereotypes associated with gender sensitive.
- The child realizes that all adults and children, belonging to the company and are important.
- The child has the opportunity to develop skills and ways of building, maintaining and enjoying friendly relations with one or more children (including problem solving, negotiation and agreement, understanding and acceptance of attitudes, behavior and feelings of others, changing roles, courtesy of mutual communication, etc.).
- The child aware of the rules of the group and the kindergarten and shapes based on understanding the reasons for, and the consequences upon the breach adopt rules of acceptable behavior, reasonable to restrict the rights of others.
- The child learns about diversity in a variety of contexts and then concrete experiences on the perception of the same thing, event, occurrence, etc. from different perspectives and with different search solutions and answers.
- The child has the opportunity to critically assess the commercial impact of fashion trends, etc. and be aware of the potential critical behaviors.
- The child has the possibility of cognition and perception of the physical similarities and differences between human beings and the equivalence of all.
- The child learns how he built the company, and takes note of the different functions of a nearby social environment, occupations, work, cultural

environments, etc., Getting to know the various and different holidays and traditions.

- The child gradually takes note of the wider society and culture.
- The child learns about the various forms of family and family community.
- The child develops an interest and pleasure to discover the wider world outside the home environment.
- The child learns the characteristics of the environment that are important for the local community, such as a river or a mountain near the provincial museum, archaeological excavations, and later also features wider environment.
- The child perceives the duration of time and gaining experience on the pace of change and historical change.

5 Nature

Goals:

- The child discovers, learns and compares the animate and inanimate nature.
- The child discovers, learns and compares the living creatures, their environment and themselves as one of them.
- The child learns about themselves, their bodies, their parts and their function as well as getting to know and perceived physical similarities and differences between human beings and the equivalence of all.
- The child learns that living beings communicate with each other.
- The child learns what he needs and other living beings for life and preserving and strengthening health.
- The child reveals that creatures from the environment some accept and some emit into the environment.
- The child discovers, learns and compares the changes in their lives to themselves, other living beings and the inanimate nature.
- The child realizes that living things reproduce, live and die.
- The child discovers and learns that the descendants of differences, but they are similar to their parents and each other.
- The child learns how children arise and develop in the mother, it is born and grows.
- The child discovers and learns that life of living beings depend on other living beings and the inanimate nature.
- The child acquires experience how he and other people affected by the nature and how they can actively contribute to the protection and preservation of the natural environment.
- The child learns that the creatures, objects and substances in the fantasy world of the properties that are in nature are not.
- The child learns that his health affected by the environment and himself.
- The child learns that his enjoyment of a variety of healthy foods, physical exercise and rest to maintain health.
- The child learns differently and acquires food habits of a healthy and varied diet.
- The child learns how to protect against damage, diseases and harmful substances.
- The child acquires habits body care.

- The child discovers and learns about the phenomena in the sky and get to know the weather.
- The child learns the spatial location of objects and specific purpose.
- The child discovers the different trends depending on the duration and the speed.
- The child develops an idea of when something happened and the sequence of events.
- The child is experiencing time and duration of an activity and get to know the timing.
- The child learns what movements cause and what the movement is maintained.
- The child learns the motion of objects in the air and in the water and on land.
- The child discovers and learns the characteristics of bodies (objects).
- The child discovers and learns about the properties of water and other liquids, sand and other substances and mixtures, and compares them with each other.
- The child discovers and learns how to mix the substances and how this change in properties.
- The child discovers and learns about water in different forms and getting to know the evaporation of liquid, ice and snow melting and freezing water.
- The child is different beverages and drinking water than other liquids.
- The child discovers the properties of air.
- The child discovers and learns about the properties of sound, its formation and travels.
- The child discovers and learns about the properties of light: the spread, deny, shadows, colors and light source.
- The child recognizes and uses the technical objects and processes, getting to know their purpose and importance of the game and illustrates their operation.
- The child pm in various technical tasks and develop the technical creativity.
- The child develops the idea of the generation of waste and the importance and possibilities of recovery.
- The child learns about the working process and develop an appropriate attitude to work and organizational skills.
- The child learns about different ways of collecting, storage and transmission of information.

6 Mathematics

Goals:

- The child know a name to the number.
- Child from naming the individual objects gradually proceed to count and differentiate between number and numeral.
- The child perceives arranging and organizing 1-1/1-1.
- The child develops cognitive operations that are based on addition, subtraction.
- The child uses symbols, the symbols recorded events and describes the situation.
- The child learns about graphic displays, formed by and read.
- The child learns about the relationship between cause and effect.
- The child takes note of the likelihood of events and the use of terms to describe the probability of an event.

- The child searches, detects and uses a variety of possible solutions to the problem.
- Child verify the reasonableness of the resulting solution to the problem.
- The child learns symmetry, geometric body and the like.
- The child learns about space, its limits, exterior and interior.
- The child uses the term to describe the position of objects (at, in, before, under, on, front, back, top, bottom, left, right ...) and learn orientation in space.
- The child classifies and ranks.
- The child learns the difference between measuring and counting, and various and common properties of substances and objects that are measured, and individual objects, which are counted.
- The child takes note of the strategies measuring length, surface and volume criteria and units.