




**TETT Talent
Education Toolkit
for Teachers**

English



**Challenging
Young Children**
Toolkit for Teachers

TETT

Talent Education Toolkit for Teachers

Recent studies in secondary schools have shown that a quarter of all pupils indicated they were often bored, because the subject material does not match with their learning needs. With gifted pupils, the percentage reaches 56%. This has motivated the Erasmus+ project Talent Education, aimed at preventing or combatting underperformance.

In project Talent Education, teachers, scientists and trainers joined forces to develop new teaching methods adjusted to the learning needs of various groups of children and adolescents.

The TETT is a joint toolkit enabling teachers to adapt their instructions to the learning needs of their pupils in practical ways.

The TETT includes methods, step-by-step plans, lesson examples and manuals.

TETT comprises four separate toolkits:



TETT **Design Thinking** for primary and secondary education



TETT **Practical Differentiation** for secondary education



TETT **Metacognitive Skills** for primary education



TETT **Challenging Young Children** for preschool and kindergarten education



Young children with advanced intellectual development

Children with advanced intellectual development basically do not have social emotional needs which are any different from those of average children. Research shows that children with advanced intellectual development are not only ahead of their age group cognitively, but also social-emotionally. That is why it is important for children with advanced intellectual development to take part in activities with developmental equals. These children need a sensitive and coaching approach by the teacher. The idea is that the teacher should understand these pupils.

Protocol or plan of action needed

Interviews conducted at Dutch schools have indicated that formulating a protocol, or a plan of action, is essential for the implementation of a special programme for children with advanced intellectual development. This was also concluded to be a central point of attention in the cooperation of institutes and schools in Slovenia. Literature on giftedness also points in this direction. Schools indicate that the implementation of a special for children with advanced intellectual development is more demanding in time and effort than is usually perceived. A protocol, or a plan of action, could help towards a sound development track and particularly, to-

"It is important for children with advanced intellectual development to take part in activities with developmental equals."



Tip!

The TETT includes protocols and an example plan of action for schools intending to initiate special education.

"Children with advanced intellectual development need a sensitive and coaching approach by the teacher."

wards safeguarding improvements in the school's teaching aims. The TETT Challenging Young Children, which came about by a cooperation of teachers and pedagogical staff in Leiden, the Czech Republic and Slovenia, offers protocol models, as well as strategies based on these protocols. Also, a practical Plan of Action can be downloaded for a step by step policy-based implementation of educational improvements for children with advanced intellectual development.

Risk of underachieving

Within a few weeks, children with advanced intellectual development tend to adapt to the group level, and stop looking for challenges to acquire knowledge and insight. This way, at a very young age they develop the risk of underachieving, which is sometimes hard to combat at a later stage. When advanced intellectual development is diagnosed early in a child, a suitable teaching method can be devised to meet its demands. In the TETT Challenging Young Children a lot of attention is paid to the signs and identification of underachievement in (very) young children. A manual for this can be downloaded from the Toolkit.

“Within a few weeks, children with advanced intellectual development tend to adapt to the group level and develop the risk of underachieving.”

“It is essential that the teacher understands the child, and instructs, motivates and guides it at the right level.”

Coaching role and suitable teaching

Experts who were involved in the development tracks devised by Talent Education and the Leidse Aanpak make it clear that the teacher's coaching role is of the essence for children with advanced intellectual development in order to develop their full potential. They state that these children thrive particularly when they work with developmental equals on suited courses with sufficiently challenging assignments at regular intervals.

This is also challenging for teachers and pedagogical staff though. In order to teach pupils with advanced intellectual development strategies and skills for solving difficult and challenging tasks, it is essential that the teacher instructs, motivates and guides at the right level. Moreover, these children need the teacher to focus the attention on the learning process, and not so much on the end result. For end results are different for each child.



Tip!

Manuals can be downloaded from the TETT for identifying different signs of underachieving.

Bloom and Gardner

The way in which creative thinking processes are stimulated is characteristic of suitable and challenging assignments. That is why on the one hand the levels of intelligence of Bloom and the on the other the multiple intelligences of Gardner are central to the approach. This is at the basis of both the Practical Strategy developed in Slovenia based on an Observation protocol, and the Activity matrix published by the Dutch SLO by Janneke Breedijk. The TETT also mentions Minka Dumont's Thinking Keys, partly inspired by Bloom and Gardner as well.

7 subjects in the TETT Young Children:

1. Observation protocol advanced intellectual development
2. Strategies for suitable courses
3. Integration matrix Bloom & Gardner
4. Identifying and remedying underachievement
5. Motivation and self-image of young children
6. Toddlers with advanced intellectual development
7. Intake procedure pre-schoolers and transfer from preschool to primary school

Self-image, self-confidence and motivation in (very) young children

The added value of education adjusted to children with advanced intellectual development is that the child gets a better self-image and more self-confidence. In the TETT, insight and manuals are presented for prevention and remedying of demotivation in gifted children.

Good quality intake of pre-schoolers and a proper transfer

The earlier the teacher is aware of a child's advanced intellectual development, the more effective can the approach be to prevent underachieving. A proper transfer from preschool education to primary education is very important. In the TETT you can find a decent intake procedure with an example questionnaire for parents.



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Tip!

The TETT includes an elaborate activity matrix combining Gardner en Bloom's methods.

What is included in TETT Challenging Young Children?

- Methods
- Manuals
- Protocols
- Examples
- How to make suitable assignments
- Instructional videos
- Do's and Don'ts

www.talenteducation.eu/toolkitforteachers

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