

“The role of the school course “Teaching gifted children during the lessons” in improving the professional development of teachers”

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RELEVANCE

Intellectual schools educate gifted children and contribute to the development of the intellectual potential of the nation

FACT

2017-2018 lesson observation sheets by CPM methodologists and CIS experts, lesson observations within the methodological departments, conducted survey among teachers revealed that not all teachers have knowledge in teaching gifted students



THEORY

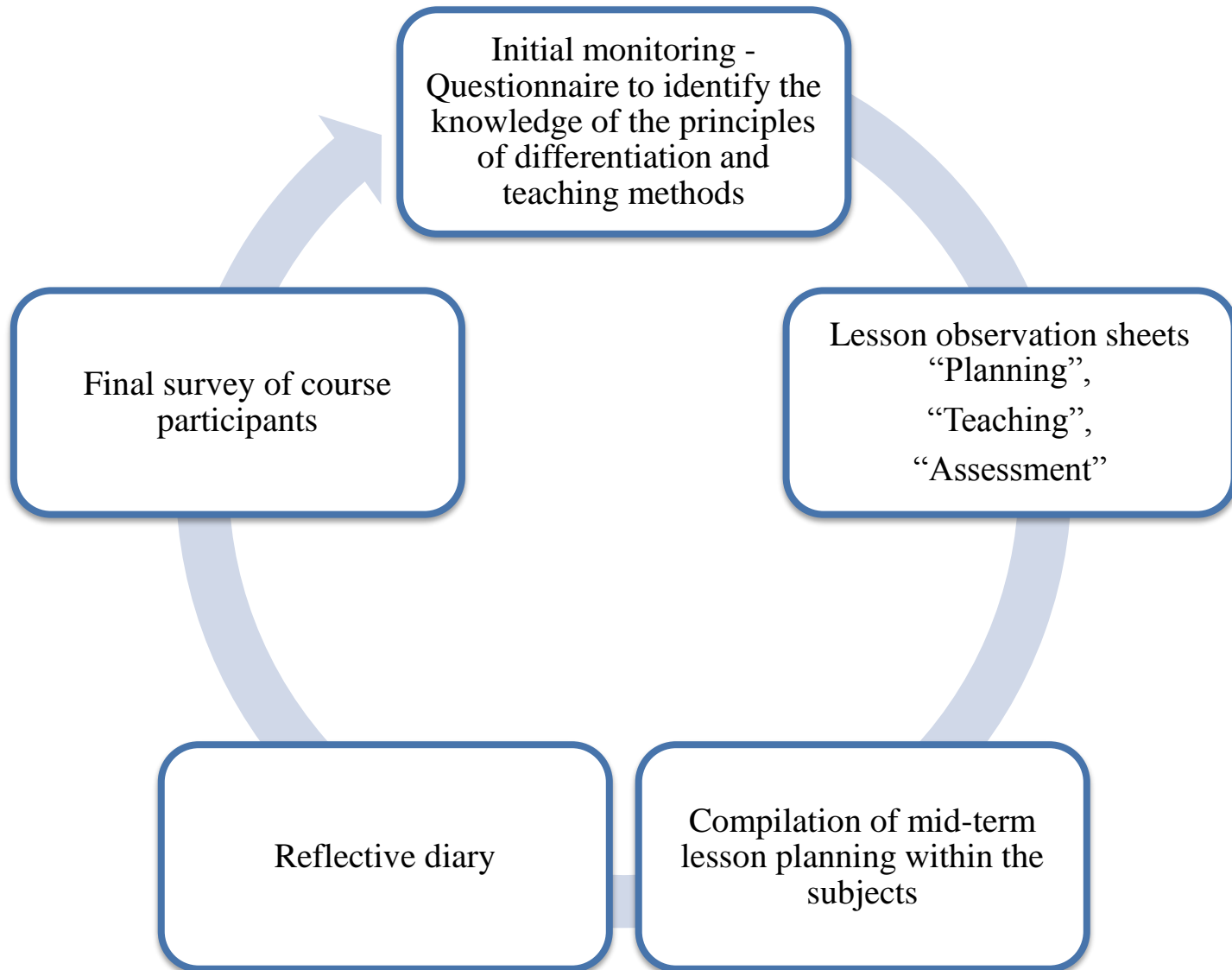
1. State Program for the Development of Education of the Republic of Kazakhstan for 2011–2020, p. 125
2. Zakharova E. A. Requirements for the professional development of teachers in postgraduate education // Young scientist. - 2011. - No. 3. T.2.
3. Development Strategy of the Autonomous Educational Organization "Nazarbayev Intellectual Schools" until 2020
4. Programs "Development of gifted children" of the Center of talented youth of D.ZH. Hopkins University and the distance learning course of the Republican CPM "Training of gifted children in school"



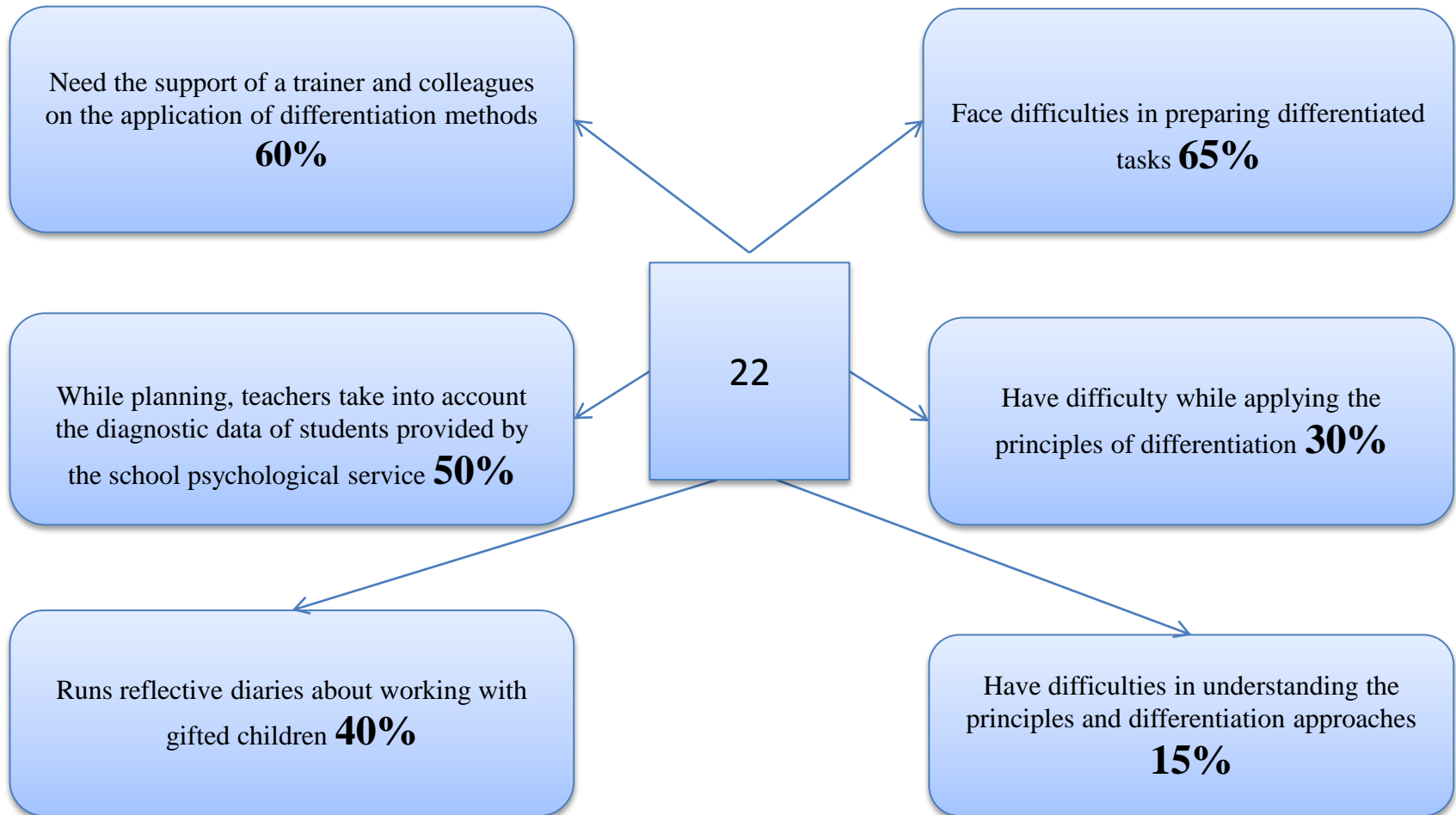
RESEARCH METHOD

Lesson observations, questionnaires, focus group of teachers, mid-term lesson planning

Instruments for achieving the goal



Analysis of the results of a survey of teachers



Steps for implementing the principles of differentiation of the curriculum (lesson plan)

Acceleration Principle

Predict the Expected Results
We conduct a diagnostic test
We carry out it in optimal conditions
We process the results
Grouping (highlighting the "advanced" group)
Task development for advanced groups
We determine the conditions for completing the task

Principle of Deepening

We study the mid-term plan (learning objectives)
We select the concepts
Determine the Expected Results
Determine the problem
We formulate a research question
We plan the conditions for conducting the study in the lesson (see algorithm)

Complication Principle

We study the plan
Determine the Expected Results
Assessment criteria
Task development (complex, step by step) Descriptors
Selection of diverse, multi-level resources
Working conditions (tasks for the development of CT skills)

Principle of Problem Challenge

We study mid-term planning
We find goals, content, situations (connection with life)
Create a problem
Expected Result Concept
Action Plan (list of questions)
Identification of interdisciplinary relationships
Resource selection (for advanced, no ready-made answers)
Selection of strategies (FILA, forms of work ...)
Definition of conditions in the lesson.

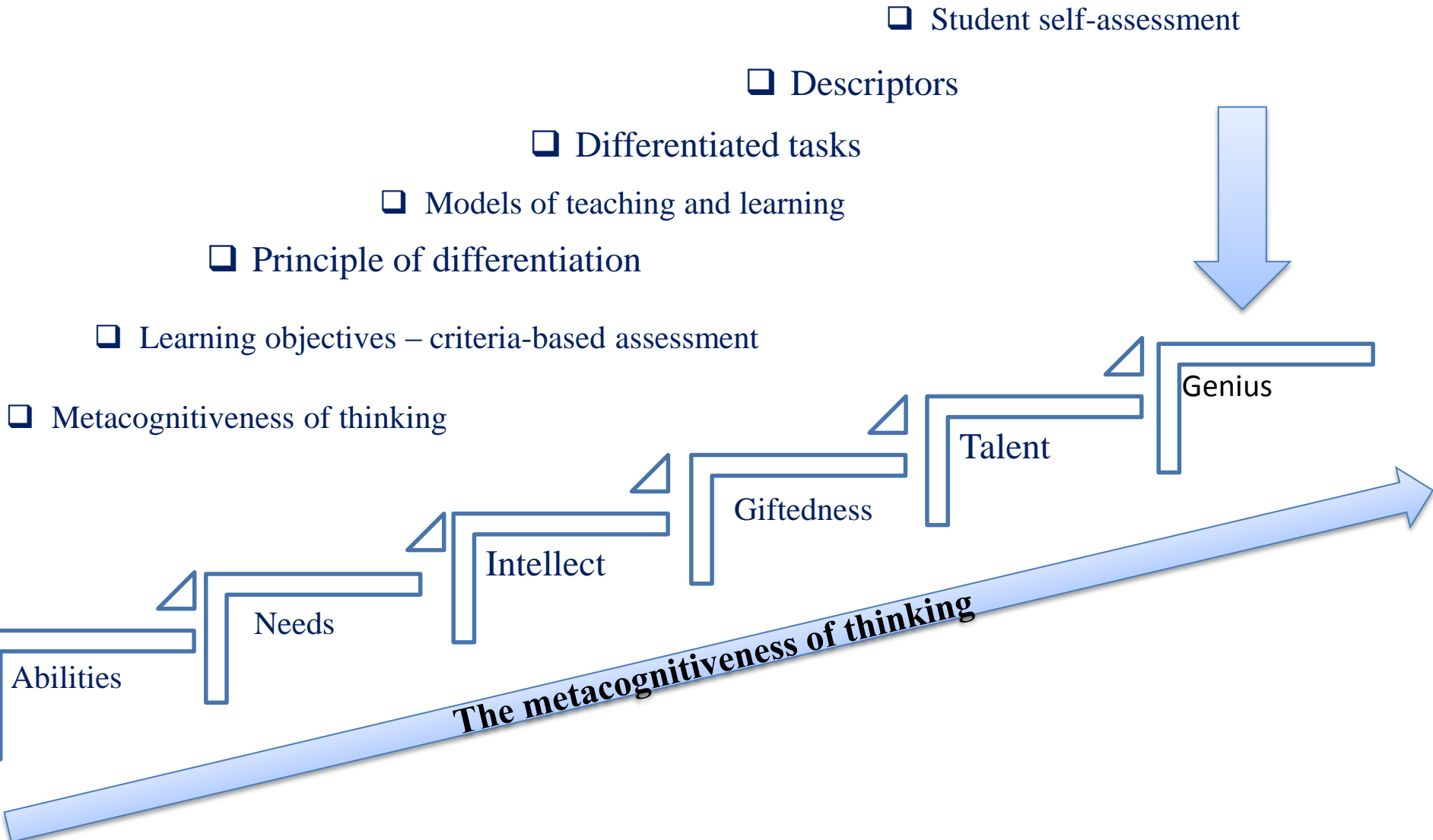
The principle of creativity

The study of the mid-term plan (section - LO - CA)
We are looking for the opportunity to create an original creative product
Expected Result Development
Definition of criteria (models)
Job statement (alternatives, audience, form)
Selection of resources to choose from
Development of conditions (creative original product)

SWOT analysis

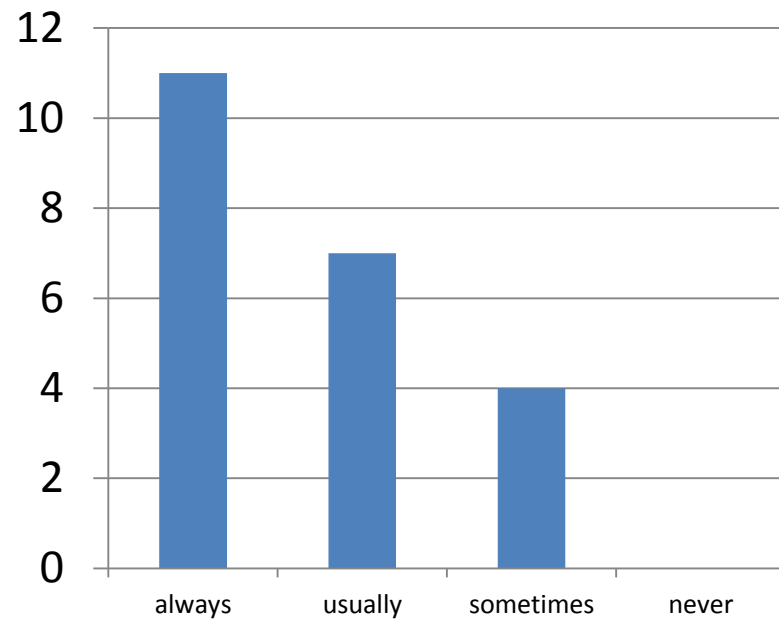
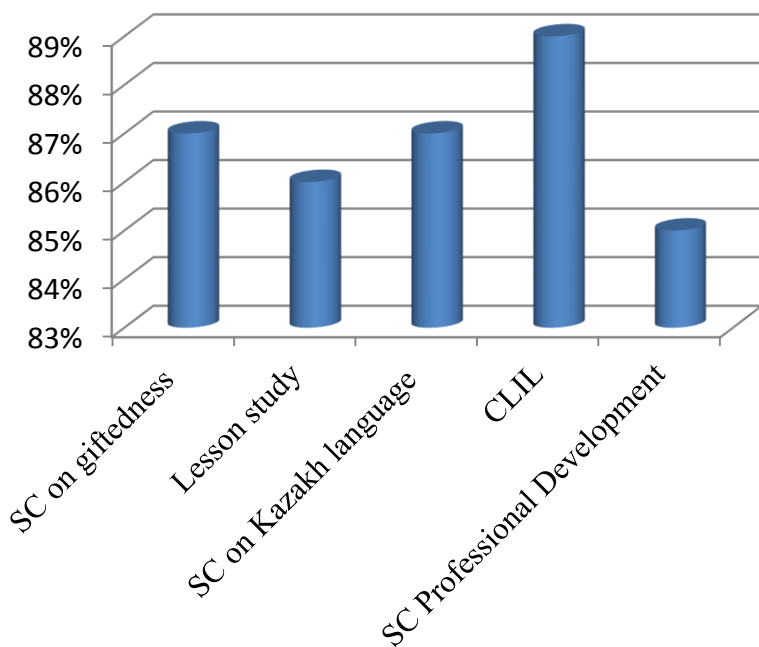
Strengths	Weaknesses
<p>Understanding and applying effective methods and strategies for differentiated learning in lessons;</p> <p>Joint lesson planning;</p> <p>Mid-term lesson planning of units</p> <p>Conducting a lesson study</p>	<p>Assessment of student learning activities;</p> <p>Lesson observations</p>
Opportunities	Threats
<p>A research project provides an opportunity to develop the potential of gifted children;</p> <p>The research project made it possible to create a collaborative environment for the teachers</p>	<p>-The goal of professional development is not always achieved</p> <p>-More attention is paid to the result and not to the process of teaching</p> <p>Teachers do not always see the relationship between the principles of differentiation and teaching methods</p> <p>Teachers know the theory, but do not put it into practice</p>

Mid-term planning of units



Analysis of the results of the survey

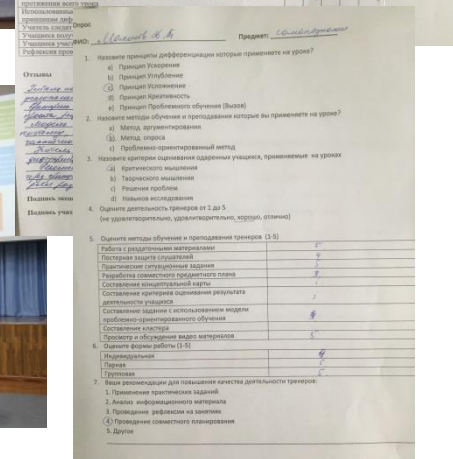
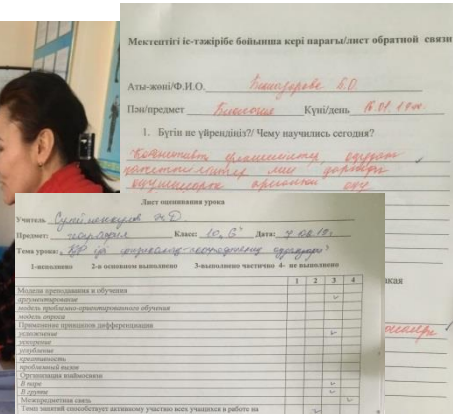
Effectiveness of SC



Have you used the knowledge during the lessons? (22 teachers participated)

Research results

- 1) A group discussion with colleagues while planning a lesson determined the relationship among learning objectives, assessment criteria, basic concepts of the lesson and tools for assessing student learning activities;
- 2) Conducting a mid-term plan for a series of lessons has expanded the vision for teaching gifted children.
- 3) Argumentation of the choice of the principle of differentiation and assignment to it, led to an understanding of the content of each principle;
- 4) The reflective diary helped to conduct an in-depth analysis of one's lesson, and improved the quality of the content and teaching of the lesson;
- 5) We recognized the need for the application of theoretical knowledge in practical activities.
- 6) Guideline was created.



Lesson Study of teachers

Problematic issues of practice research on the development of practice giftedness	XI International scientific-practical Conference «Teachers, changing the World of school» Network log «Teacher-Researcher»	Research topics	MD
		How differentiated tasks contribute to the development of creative thinking of 8 th grade students during the lessons of Biology?	Biology
		Improving students analytical skills by using complication principle of differentiation during the lessons of Biology.	Biology
		Improving students analytical skills via instructions based on the complication principle of differentiation during the lessons of Biology.	
		How to improve the accuracy of students` writing via implications of differentiation principles?	Russian language
		How the work with differentiated tasks contributes to the development of analysis and synthesis skills in 7 th grade students?	Russian language
		Improving research skills of learners via problem-based principle of the differentiation.	Physics
		Improving argumentative skills of learners via differentiated tasks.	Kazakh language
		Improving students` research skills via strategies of research-based learning (network log «Teacher-researcher»)	Kazakh language
		Improving students` analytical skills implemented for mathematical calculations via directive questions (network log «Teacher-researcher»)	Mathematics

Reflective questions

How to plan an individual development route taking into account the data of diagnosis and development of abilities and research skills of students?

How to involve all students into educational cooperation during the lesson, taking into account the development of abilities?

How to motivate and plan the research activities of students and teachers?

How to support the practice of teachers working with gifted students?

Work plan for 2019-2020

- Developing resources that can be used in teaching while planning a lesson;
- Conducting a research on the impact of the idea of the program on the quality of teaching the subject;
- Individual development routes for gifted students.