

**Polonca Pangrčič<sup>1</sup>, prof.**

OŠ Cerkvenjak – Vitomarci, Cerkvenjak  
Slovenija

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## **STRATEGIJE POUČEVANJA NADARJENIH UČENCEV ZA 21. STOLETJE**

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**Povzetek:** Dolgo časa je glavni predmet poučevanja nadarjenih bilo spodbujanje višjih miselnih procesov. Pod starim modelom so miselne spretnosti učili na abstrakten, teoretičen način. Takšni modeli, kot so npr. Bloomova taksonomija, so bili predstavljeni v upanju, da bodo učenci lahko prenesli razumevanje in uporabo teh prefinjenih miselnih modelov iz enega vsebinskega polja na drugo. Nasproti temu, pa nov model povezuje miselne strategije s prefinjenimi vsebinami, skozi široko raznolikost strategij. V prispevku bomo podrobneje opisali nove modele in strategije poučevanja nadarjenih učencev.

**Ključne besede:** poučevanje nadarjenih učencev, strategije poučevanja nadarjenih učencev, kurikularni modeli poučevanja nadarjenih.

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### **Uvod**

Ker so nadarjeni učenci specifična skupina učencev, ki se praviloma lažje in bolje uči ima boljše spominske sposobnosti, lažje prenese določeno usvojeno znanje na druga področja učenja, je bilo dolgo časa poučevanje nadarjenih usmerjeno le v razvijanje spretnosti, ki so krepile prej omenjene lastnosti. Tako je bila stara paradigma učenja usmerjena v učenje višjih miselnih procesov, kot sta kreativno reševanje problemov, logične analize, in še nekateri drugi, s predpostavko, da učenec lahko usvojeno zanje prenese na različna učna področja. Nova paradigma pa pravi, da naj učimo učence strategij, ki spodbujajo njihovo neodvisnost in radovednost (npr. problemsko zasnovano učenje) znotraj okvirov vsebine posameznega kurikuluma. Stara paradigma je dajala poudarek obvladovanju miselnih sistemov (npr. Sternberg, Gardner, Guilford ...), nova paradigma pa daje poudarek obvladovanju vsebinskih zakonitosti skozi raziskovanje, ugotovitve problemov, itd. (Gallagher, 2002).

V želji, da bi združila postopke produktivnega mišljenja in prefinjene vsebine, je Van Tassel-Baska predstavila Integriran kurikularni model.

Spoznanja, ki so Van Tassel-Basko pripeljala do razvijanja novega modela so:

1. Vsi učenci morajo imeti zagotovljen takšen kurikulum, ki jim omogoča, da dosežejo optimalni nivo učenja.
2. Nadarjeni učenci imajo drugačne potrebe za učenje, v primerjavi s tipičnimi učenci. Prav zato, mora biti kurikulum prilagojen ali prirejen tako, da se prilagaja tem potrebam.

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<sup>1</sup> polonca.pangrcic@guest.ames.si

3. Potrebe nadarjenih učencev gredo po bližnjici kognitivnih, čustvenih, socialnih in estetskih področij kurikularnih izkušenj.
4. Nadarjenim učencem najbolj ustreza prepleten pristop, ki jim omogoča oboje: pospešeno in obogateno učenje.
5. Poskus kurikulumu za nadarjene mora biti skrbno načrtovan, zapisan, obogaten in evalviran zato, da lahko do skrajnosti razvije svoje potencialne učinke (Van Tassel-Baska, 1997).

### **Temeljni razlogi za Integriran kurikularni model**

Eden od razlogov izvira iz potrebe po usmerjanju vseh najpomembnejših lastnosti nadarjenih učencev hkrati, v skrbi za prezgodnjo zrelost, intenzivnost in zahtevnost kot integrirane lastnosti, ki predstavljajo kognitivne in čustvene razsežnosti učenca. Široko zasnovani pristopi Integriranega kurikularnega modela, omogočajo dobro odzivanje na potrebe učencev.

Drugi razlog se nanaša na obstoječi kurikulum<sup>2</sup>. Ker se občutno zmanjšuje število pull-out<sup>3</sup> programov, so nadarjeni učenci obravnavani pretežno v heterogenih ali samostojnih skupinah, kjer lahko pristopi Integriranega kurikularnega modela dobro delujejo, če so uporabljeni prizadevno in sistematično. Na ta način je Integriran kurikularni model lahko razumljen kot samostojni kurikularni model in ne kot dodatek k obstoječemu kurikulumu.

Tretji razlog najdemo v dosedanjih raziskavah o učenju. Študije so dokazale, da dosežemo boljši transfer učenja, kadar so v snov vgrajene veččine višjih ravni razmišljanja (Perkins in Saloman, 1989 po Van Tassel-Baska, 1997). Prav tako je učenje konceptov discipline boljša pot do trajnega znanja, kot učenje dejstev in pravil (Marzano, 1992 po Van Tassel-Baska, 1997). Dobro temeljno znanje in poznavanje snovi učnih predmetov je predpogoj za razumevanje kreativnosti (Amabile, 1983 po Van Tassel-Baska, 1997).

Četrti razlog za uporabo Integriranega kurikularnega modela kot kurikulumu, se nanaša na spremembo poudarka iz osredotočenja na nadarjenega učenca, na proces kolektivnega razvijanja talentov pri vseh učencih. Ko se je ta sprememba udejanjila, so se načela, ki so veljala za pomembna pri poučevanju nadarjenih, pokazala kot področje poučevanja in razvijanja talentov za vse učence – tako v tradicionalnih, kot v netradicionalnih domenah; dosežena preko interdisciplinarnega, vsebinsko zasnovanega kurikulumu in višjih ravni razmišljanja.

Zaradi vseh teh razlogov ponuja Integriran kurikularni model neizpodbitni vzgled za načrtovanje kurikulumu in za razvoj nadarjenih učencev (Van Tassel-Baska, 1997).

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<sup>2</sup> Ker avtorica izhaja iz obstoječe prakse v ZDA, se razlogi za uvajanje Integriranega kurikularnega modela nanašajo na takratno stanje v ZDA, ki pa ga seveda v določenih segmentih lahko prenesemo tudi v Evropski prostor.

<sup>3</sup> Pull-out programi omogočajo, da nadarjene učence vzamemo v času rednega pouka, za eno ali več ur tedensko iz razreda in jim ponudimo obogatitvene dejavnosti.

### Integriran kurikularni model

Avtorica zgoraj omenjenega modela je le-tega prvič predstavila 1986 (Van Tassel-Baska 1986, 1992, 2003, po Van Tassel-Baska 2006) in ga skozi vsa leta razvijala in bogatila z delom učiteljev v razredih, s študijami in raziskavami.

Ta model združuje tri medsebojno povezane dimenzije kurikula, vsaka od njih pa je odgovorna popolnoma drugačnemu vidiku nadarjenega učenca. Te dimenzije lahko predstavimo kot:

- Poudarjanje naprednih vsebin znanja, ki uokvirjajo stroko predmeta.
- Poskrbeti za višje ravni razmišljanja in obdelovanja.
- Osredotočiti učne izkušnje glavnih premetov, sklopov in idej, ki definirajo oboje: prenos v vsakdanji uporabi ter teoretično oblikovanje znotraj in povprek učne snovi (Van Tassel-Baska, 1997).



Prikaz 1: *Integriran kurikularni model (Van Tassel-Baska, 2006)*

Ob tem je pomembno omeniti, da je nujno potrebno, da so vse tri dimenzije kurikuluma zastopane enakovredno in uravnoteženo. Pomembne in velike ideje niso cenjene bolj, kot vsebina, niti ne smejo projekti prevladati nad vsemi tistimi procesnimi spretnostmi in znanji, za katere upajo, da jim jih bodo vcepili (Van Tassel-Baska, 2006, 23).

### Načrtovanje in razvijanje kurikuluma za nadarjene

Načrtovanje je eden najpomembnejših procesov v procesu razvijanja dobro premišljenega kurikuluma za vse učence. Praktiki morajo razumeti tri stvari: celoten proces načrtovanja in medsebojne odnose med njegovimi deli; uporabo pristopa dodajanja vsebin, procesov in produktov ter modele konceptov izgrajevanja kurikuluma; razvijanje vsestranskega kurikuluma za nadarjene učence z uporabo preprostega pristopa načrtovanja (van Tassel-Baska, 2006, 17).

Razvijanje kurikuluma je kompleksno, dinamično, a že po naravi plodno delo. Celoten proces načrtovanja in razvoja šolskega kurikuluma za nadarjene poteka v več etapah:

1. Etapa: načrtovanje;
2. Etapa: ugotavljanje potreb;

3. Etapa: določitev timov in delovnih področij;
4. Etapa: pristopi razvijanja kurikuluma;
5. Etapa: preizkušanje, pilotske in področne raziskave;
6. Etapa: izvajanje;
7. Etapa: evalvacija;
8. Etapa: ponovna obdelava (se vrne na 5. etapo).

Cilji programov za nadarjene – model lahko vsebuje posamezen cilj, ali vse spodnje cilje:

- Zagotavljanje mojstrskega obvladovanja osnovnih spretnosti branja in matematike s tako hitrostjo, ki je primerna zmoglostim sposobnejših učencev.
- Zviševati kreativno mišljenje in sposobnosti sklepanja.
- Zagotoviti okolje, ki spodbuja kritično mišljenje.
- Vzgajati vedoželjnost in takšen odnos do učenja, da bo predstavljalo izziv.
- Verbalne in pisalne sposobnosti razviti na visokem nivoju.
- Razvijati raziskovalne spretnosti in metode.
- Razvijati razumevanje za sisteme znanja, teme, probleme in bistvena vprašanja, ki okvirjajo zunanji svet.
- Razvijati razumevanje samega sebe.
- Razširiti priložnosti za učenje zunaj šole, ki zagotavlja pravo ujemanje s potrebami učencev.

### **Proces spreminjanja kurikuluma**

Preden se lotimo spreminjanja, oz. prenove kurikuluma, se moramo zavedati, da je to proces, ki je dolgotrajen. Korenitih sprememb ne moramo izvesti od danes do jutri. Najprej pa se je potrebno vprašati ali je lokalna skupnost pripravljena na spremembe? Kako se bo odzvala? Kako se bo odzvala posamezna šola na spremembe? Nato se je potrebno vprašati kateri so tisti programi in sredstva, ki bodo najboljše ustrezali učenčevim trenutnim in bodočim potrebam. Naslednji pomembni faktor je šolsko osebje; kdo izmed njih bo znal najboljše oplemenititi programe in doseči sprejetje le-teh pri ostalih učiteljih? To so le nekateri izmed pomembnih faktorjev, ki jih je potrebno razumeti in upoštevati pred pomembnim razvojnim delom kurikuluma za nadarjene (Van Tassel-Baska, 1989).

Načrtovanje poteka po določenih korakih: določiti nadzorno skupino in osnovno filozofijo programa (v nadzorni skupini naj bo čim več različnih strokovnjakov – administracija, učitelji, starši, identificirani nadarjeni, svetovalni delavci), določiti in voditi potrebe nadarjenih (določijo se potrebe tistih, ki bodo sodelovali v programu), zasnovati program dela in alternativne dejavnosti (okvir takega programa naj bi vseboval osnovne podatke o udeležencih, glavne cilje in naloge, pristope združevanja, urnik in organizacijo programa, vključenost osebja, evalvacijski pristop in proračunski načrt), odločiti se za kurikularni razvojni načrt (integrirati vsebino, potek, rezultate, strategije poučevanja, materiale in sredstva kurikuluma za nadarjene v obstoječi kurikulum), izvesti program, evalvirati program

(določiti napredek učencev), sodelovati z lokalno skupnostjo ter z bližnjo univerzo, ustanoviti svetovalno komponento (v okviru šolske svetovalne službe ali po potrebi širše), razviti politiko programa nadarjenih učencev (ponovno preveriti, če so spremembe dobre, konstantne, širše sprejete; biti morajo na šolo usmerjene, nadzorovane in kontrolirane).

### **Analiza nekaterih kurikularnih modelov za poučevanje nadarjenih učencev**

Pri analiziranju kurikularnih modelov smo se zgledovali po analizi, ki sta jo opravili Joyce Van Tassel-Baska in Elissa Brown (2007). Torej, da lahko nek model ali program postane predmet analize, mora zadostovati določenim kriterijem.

Ti kriteriji so:

- osnova za zasnovo in razvoj kurikuluma – model mora zagotavljati sistem za razvoj in zasnovo primernega kurikuluma za ciljno populacijo. Kot tak, mora definirati elemente take zasnove in pokazati, kako so ti elementi v interakciji s kurikularnim produktom;
- prenosljivost in uporabnost na vseh vsebinskih področjih – model mora biti tako koristen, da je uporaben pri vseh glavnih predmetnih področjih;
- K-12 uporabnost (uporabnost v osnovni šoli) – model mora biti fleksibilen tako, da ga lahko uporabljamo v vseh razredih. Ključni elementi morajo biti uporabni tako za nadarjene otroke v vrtcu pa vse do nadarjenih srednješolcev;
- uporaba po šolah in uporaba po skupinah – model mora biti primeren za različne šole na različnih lokacijah in v različnih skupinskih ureditvah. Delovati mora tako pri individualnem delu, kot v velikih skupinah;
- vključenost značilnosti diferenciacije nadarjenih/talentiranih učencev – model je moral jasno opredeliti načine, ki se odzivajo na posebne potrebe nadarjenih za kurikulum in za pouk.

Lahko bi vključili še kar nekaj dobro znanih modelov, a niso zadostili gornjim kriterijem. Nekateri niso bili razviti za populacijo nadarjenih/talentiranih, torej ciljno. Nekateri so bili izključeni, ker so osredotočeni le na eno predmetno področje, spet drugi so zasnovani le za določen razred.

Predhodno omenjeni avtorici sta od 20-ih modelov, po gornjih kriterijih izluščili 9 modelov, ki sta jih analizirali. Ti modeli so:

- Gardnerjev model mnogoterih inteligenc;
- Vzporedni (PCM-Parallel Curriculum Model);
- Renzullijev trikrožni obogatitveni program;
- Sternbergov triarhični model;
- Van Tassel-Baskin Integriran kurikularni model;
- Talenti brez meja (Talents Unlimited model);
- Makerjeva matrica;
- Purdujev tristopenjski obogatitveni model za osnovnošolce (PACE) in Purdujev srednješolski model za nadarjeno mladino;
- Stanleyev model identifikacije in razvijanja talentov.

### **Kriteriji za ocenjevanje uspešnosti modelov**

Kriteriji, upoštevani za ocenjevanje uspešnosti modelov so v literaturi opisani, kot pomembni indikatorji učinkovitosti. Ti kriteriji so reprezentativni v velikih raziskavah o učinkovitosti kurikulumov (Johnson, Boyce & Van Tassel-Baska, 1995; National Association for Gifted Children, 1998; Purcell, Burns, Tomlison, Imebau & Martin, 2002, po Van Tassel-Baska in Brown, 2007).

Primerjava je potekala na sledečih področjih:

- dokazi iz empiričnih raziskav – študije, ki so bile izvedene in so dokumentirano učinkovite na področju kurikuluma za ciljno populacijo;
- uporaba v dejanskem kurikulumu – model je bil preveden v določene segmente poučevanja;
- kakovost izdelkov, ki temeljijo na modelu – učni načrti, ki temeljijo na modelu so bili pozitivno ocenjeni. Dokazujejo tudi ključne značilnosti kurikuluma (cilje, dejavnosti, ocenjevanje, vire);
- sprejemanje učiteljev – učitelji so pri izvajanju modela pozitivno ocenili;
- usposabljanje učiteljev za uporabo modela – model je določil paket usposabljanja, tako da se lahko učitelji praktiki naučijo, kako ga izvajati;
- enostavnost za izvajanje – izvajanje modela je dejansko izvedljivo;
- dokazi o uporabi modela v praksi – model izvajajo strokovni delavci na različnih šolah;
- trajnostni razvoj – šola uporablja model za najmanj 3 leta;
- sistemskost – model lahko opredelimo kot sistem učenja;
- naravnost k nacionalnim standardom – model ima opredeljen odnos do vsebine nacionalnih standardov;
- odnos do bistvenih vsebin – model ima opredeljen odnos do drugih kurikularnih poudarkov v šolah;
- celovitost – model se nanaša v glavnem na vsa področja učnih načrtov in za vse vrste nadarjenih učencev, na vseh razvojnih stopnjah (narodnost, spol, razred, socialno-ekonomski status);
- obseg in ugotovitve – model je bil uporabljen s pristopom progresivnega razvoja veščin in konceptov;
- longitudinalni dokazi – model ima dokaze o učinkovitosti pri delu z učenci pri vsaj 3-letnem delovanju programa;
- dokazi o razvoju, ki ga na podlagi kurikuluma izvajajo učitelji – model kaže dokaze, da se uporablja za organizacijo novih kurikulumov, ki jih razvijajo učitelji.

## Sklepne ugotovitve

Le nekaj od zgoraj naštetih modelov je pokazalo določene učinkovite dokaze pri delu z nadarjenimi učenci – to so Renzullijev trikožni obogatitveni program, Talenti brez meja (Talents Unlimited model), Sternbergov triarhični model, Van Tassel-Baskin Integriran kurikulumni model in Stanleyev model identifikacije in razvijanja talentov.

Podatki o teh modelih in kurikulumih jasno kažejo na naklonjenost specifično-strokovnega pristopa, čeprav se lahko pristop k poučevanju določenega predmeta spreminja. Večina modelov favorizira modele poučevanja, ki temeljijo na povpraševanju. Sternbergov model zahteva optimalno ujemanje med učenci in poudarkom na analitičnih, sintetičnih ali praktičnih kurikularnih in poučevalnih dejavnostih. Stanleyev model zahteva diagnostično-perspektiven pristop, ki promovira akceleracijo učenja kot glavno načelo. Renzulli poudarja bolj izbran pristop, ki vsebuje zgostitev, višje ravni mišljenja in reševanje problemov ter neodvisno delo.

Opravljenih je bilo nekaj študij o učnih načrtih, ki so naravnani izključno na višje procesne ravni mišljenja in samostojno učenje, vendar pa le-te med seboj niso skladne. Tudi longitudinalne študije, ki sta jih opravila npr. Feldhusen in Renzulli, so dale le omejene rezultate, ki bi govorili v prid učenecem. Omejenost velikosti vzorca in pomanjkanje primerjalnih skupin prav tako pripomorejo k zmanjšani verodostojnosti teh študij (Van Tassel-Baska in Brown, 2007).

Torej, poučevanje nadarjenih naj bo v prihodnosti zasnovano na raziskavah o kurikulumu in poučevanju. Programi in modeli za poučevanje nadarjenih so se v ZDA, skozi desetletja prakse izkazali kot dobri le, če so upoštevali vključitev več višjih miselnih vzorcev in spretnosti na enakem nivoju, znotraj osrednjega predmetnega področja poučevanja. Dobra praksa tudi priporoča poučevanje nadarjenih z metodo izpraševanja, kot osrednjo strategijo za spodbujanje učenja na različne načine. Vsekakor ne smemo pozabiti na boljšo metodo kot tisto, ki temelji na priložnostih za učenje, ki izhajajo iz učenca, in ta je problemsko učenje, ki je pomembno za učenčev svet.

Ko pa smo opravili vse zgoraj našteto, pa potrebujemo še eno izredno pomembno komponento – vse to kar smo zapisali, je potrebno prenesti v razred. Za to pa potrebujemo izredno voljne in sposobne učitelje, dobre praktike, ki bodo našo teorijo znali dobro uporabiti v praksi, poleg tega pa bodo teorijo še znali obogatiti in iz nje potegniti največ kar se da. Vsekakor je za vse to, potrebno učitelje praktike ustrezno usposobiti. Naša dolžnost je, da dobre programe in modele obogatimo in uporabimo za poučevanje nadarjenih učencev, saj bomo le tako lahko od njih dobili največ.

## **STRATEGIES OF GIFTED STUDENT EDUCATION FOR 21<sup>ST</sup> CENTURY**

**Abstract:** For a long time the main object of gifted education was the stimulation of higher mental processes. Under the old model the thinking skills were often taught in an abstract, theoretical way. Such models as Bloom's taxonomy were presented with the hopes that the students could transfer their understanding and application of these sophisticated thinking models, from one content field to another. In contrast, the new model ties thinking strategies with sophisticated content through a wide variety of strategies. In this paper we will describe the new models and strategies of gifted student education.

**Keywords:** gifted students education, strategies of gifted student education, curriculum models of gifted education

### **Introduction**

Gifted students are specific group of students, who generally find it easier to learn, has a better memory skills, transfer certain acquired knowledge to other areas of learning. A long time has been teaching of the gifted directed only to the development of skills that reinforce before mentioned properties. Thus, the old paradigm of learning focused on learning of higher mental processes such as creative problem solving, logical analysis, and some others, with the assumption that the learner can acquire them transferred to different learning areas. The new paradigm says that to teach students strategies to promote their independence and curiosity (eg, problem-based learning) within the framework of the contents of each curriculum. The old paradigm is giving emphasis on the mastering systems of thinking (eg, Sternberg, Gardner, Guilford, ...), a new paradigm is an emphasis on mastery of content standards through inquiry, problem finding, etc. (Gallagher, 2002).

In desire to blend together the processes of productive thinking and sophisticated content, Van Tassel-Baska presented the integrated curriculum model.

The beliefs that Van Tassel-Baska led to the development of the new model are:

1. All students should be provided curriculum opportunities that allow them to attain optimum levels of learning.
2. Gifted students have different learning needs when compared with typical students. Therefore, curriculum must be adapted or designed to accommodate these needs.
3. The needs of gifted students cut across cognitive, affective, social and aesthetic areas of curriculum experience.
4. Gifted students are best served by a confluent approach that allows for both accelerated and enriched learning.
5. Curriculum experiences for gifted students need to be carefully planned, written down, implemented and evaluated in order to maximize potential effect (Van Tassel-Baska, 1997, 126).

### **The basic reasons for Integrated Curriculum Model**

One reason stems from the need to target all the major characteristics of gifted students at the same time, in the care of precocity, intensity and complexity of such integrated features that represent the cognitive and affective dimensions of the learner. Integrating curriculum approaches allows for this broad-based response to student needs.

The second reason relates to the existing curriculum. Since it significantly reduces the number of pull-out programs, gifted students present mainly in heterogeneous or separate groups, where an integrated curriculum model work well when used diligently and



systematically. In this way, the integrated curriculum model can be understood as an independent curriculum model, and not as a „add-on” curriculum.

The third reason is found in the existing research on learning. Studies have shown that better transfer of learning occurs when higher order thinking skills are embedded in subject matter (Perkins and Saloman, 1989 Van Tassel-Baska, 1997). Also, that teaching the concepts of the discipline is a better way to produce long-term learning than teaching facts and rules (Marzano, 1992 Van Tassel-Baska, 1997). Good basic knowledge and understanding of the substance of learning objects is a prerequisite for the understanding of creativity (Amabile, 1983 in Van Tassel-Baska, 1997).

The fourth reason for using the integrated curriculum model and curriculum refers to a change in emphasis from a focus on gifted student, the process of developing the collective talents of all students. Once this change is realized, the principles which are applicable to the importance of teaching talent, shown as an area of teaching and developing the talents of all students – both traditional and non-traditional domains, achieved through an interdisciplinary, concept-based curriculum, and higher order thinking.

For all these reasons, the integrated curriculum model offers compelling model for curriculum planning and development of gifted students (Van Tassel-Baska, 1997).

### The Integrated Curriculum Model

The author of the above-mentioned model is of it first launched in 1986 (Van Tassel-Baska 1986, 1992, 2003 by Van Tassel-Baska 2006) and over the years developed and enriched by the work of teachers in classrooms, studies and research.

This model combines three interrelated dimensions of the curriculum, each responsive to a very different aspect of the gifted student. These dimensions can be represented as:

- The emphasis on advanced content knowledge, framing the discipline of study.
- To provide a higher level of thinking and processing.
- Focus the learning experience of the major issues, themes, and ideas that define both the real-world applications and theoretical design within and across areas of study (Van Tassel-Baska, 1997).

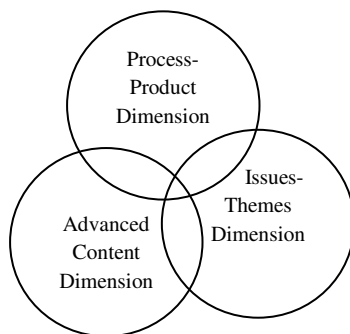


Figure 1: *An integrated curriculum model (Van Tassel-Baska, 2006)*

It is important to note that it is essential that all three dimensions of the curriculum represented equally and fairly. Important and big ideas are not valued more than content topics, nor are projects a dominating presence over skills they hope to instill (Van Tassel-Baska, 2006: 23).

### **Planning and development of curriculum for the gifted**

Planning is one of the most important processes in the process of developing a well-thought-out curriculum for all students. Practitioners need to understand three things: the entire planning process and interaction between its components, using the approach of adding content, processes, products and concepts, building models of curriculum development of a comprehensive curriculum for gifted learners using a simple approach to planning (Van Tassel-Baska, 2006, 17).

Developing the curriculum is a complex, dynamic, but by nature fruitful work. The whole process of design and development of curriculum for the gifted take place in several stages:

1. Stage: Planning;
2. Stage: Needs assessment;
3. Stage: Teams and workscope;
4. Stage: Curriculum development approach;
5. Stage: Tryouts, piloting and field testing;
6. Stage: Implementation;
7. Stage: Evaluation;
8. Stage: Revision (returns to stage 5).

The objectives of the programs for the gifted - model can contain a single object or all of the following objectives:

- Provide a master mastery of basic skills of reading and math at a rate that is suitable alternatives brightest students.
- Raising the creative thinking and reasoning skills.
- Provide an environment that encourages critical thinking.
- Teach curiosity and this attitude towards learning that will present a challenge.
- Verbal and writing skills develop at a high level.
- Develop research skills and methods.
- Develop an understanding of the systems of knowledge, themes, issues and key questions that frames outside world.
- Develop an understanding of ourselves.
- Expand opportunities for learning outside the classroom, which provides the right match with the needs of the students.

### **The process of changing the curriculum**

Before discussing the changes, or curriculum reform, we must realize that this is a process that is time consuming. No radical changes must be carried out between now and tomorrow. First, however, it is necessary to ask whether the local community is ready for the change? How will it respond? How will it respond to changes in each school? Then one has to ask what kind of programs and resources that will best meet the student's current and future needs. Another important factor is the school staff, one of them will know how best to elevate the program and gain acceptance of these with other teachers? These are just some of the important factors that need to be understood and taken into account before an important part of the curriculum development for the gifted (Van Tassel-Baska, 1989).

Planning takes place at certain steps: define the control group and the basic philosophy of the program (the control group should be as many different specialists – administration, teachers, parents, identified gifted, counselors) to identify and manage the needs of gifted (determining the needs of those who will participated in the program) to design a program of work and alternative activities (scope of such a program should include

basic information about the participants, the main objectives and tasks, the approaches of association, schedule and organization of the program, staff involvement, evaluation approach and budget plan), opt for curriculum Development Plan (integrate content, structure, outcomes, teaching strategies, materials and resources for gifted curriculum into the existing curriculum), execute the program, evaluate the program (to determine the progress of pupils), to engage with the local community and with the nearby university to set up an advisory component (in the context of school counselors or, where appropriate, the wider), to develop a policy program of gifted students (again to check if the changes are good, constant, widely accepted and they must be directed to the school, monitored and controlled).

### **Analysis of some curricular models for teaching gifted students**

The analysis of curricular models were inspired by Joyce Van Tassel-Baska and Elissa Brown (2007). So that a model or program becomes subject to analysis, certain criteria should be satisfied.

Those criteria are:

- A framework for the model and curriculum development – the model had to provide a system for developing and designing an appropriate curriculum for the target population. As such, you must define the elements of such a design, and show how these elements interact with curricular product.
- Transferable and usable in all content areas – the model must be so useful that it is used in all major areas of school-based learning.
- K-12 applicability – the model must be flexible so that it can be used in all classes. Key elements should be useful not only for gifted children in kindergarten through to talented high school students.
- Applicable across schools and grouping settings – the model must be suitable for different schools in different locations and in various group arrangements. It must work both in individual work and in large groups.
- Incorporation of differentiated features for the gifted/talented students – the model had clearly defined ways that are responsive to the specific needs of gifted students for curriculum and instruction.

Several of the models that were researched for this article could be said to serve as program and curriculum models in field, but they do not meet the criteria. Some has not been developed for a population of gifted/talented. Some were excluded because they only focus on one subject area, while others are designed for a certain class.

The previously mentioned authors are from the 20's models, according to the above criteria, extracted the 9 models are analyzed. These models are:

- Gardner's Model Of Multiple Intelligences;
- Parallel (PCM-Parallel Curriculum Model);
- The Renzulli Schoolwide Enrichment Triad Model;
- Sternberg's Triarchic Model;
- Van Tassel Baska's – Integrated Curriculum Model;
- Talents Unlimited Model;
- Maker's Matrix;
- The Purdue Three-Stage Enrichment Model for Elementary (PACE) and Purdue Secondary Model for Gifted Youth;
- The Stanley Model of Talent Identification and Development.

### **Criteria Used to Assess Model Effectiveness**

The criteria taken into account for assessing the performance of the models described in the literature as an important indicator of efficiency. These criteria are representative of a large study on the effectiveness of the curriculum (Johnson, Boyce & Van Tassel-Baska, 1995, National Association for Gifted Children, 1998; Purcell, Burns, Tomlison, Imebau & Martin, 2002, by Van Tassel-Baska and Brown, 2007).

Comparisons were made in the following areas:

- Research evidence to support use – studies that have been conducted and documented as effective in the field of curriculum for the target population;
- Application to actual curriculum – model was translated into certain segments of teaching;
- Quality of curriculum products based on the model – a curriculum based on a model were positively evaluated. Demonstrate the key features of the curriculum (objectives, activities, assessment, resources);
- Teacher receptivity – teachers in the implementation model positively evaluated;
- Teacher training component for the use of the model – the model has identified a package of training, so that practicing teachers learn how to implement it;
- Ease of implementation – Implementation of the model is actually feasible;
- Evidence of application of model in practice – model implemented professionals in different schools;
- Sustainability development – The school model for at least 3 years;
- Systemic – model can be defined as a system of learning;
- Alignment to national standards – model has a defined relationship to the content of national standards;
- Relationship to school-based core curricula – model has a defined relationship with other curricular emphases in schools;
- Comprehensiveness – model mainly concerns into all areas of curriculum and for all types of gifted students at all stages of development (ethnicity, gender, class, socio-economic status);
- Evidence of scope and sequence considerations – model was used to approach the progressive development of skills and concepts;
- Longitudinal evidence – model has evidence of effectiveness in working with students with at least 3 years of work program;
- Evidence of use in teacher-developed curricula – model shows evidence that is used to organize the new curriculum developed by teachers.

### **Conclusions**

Only a few of the above models has revealed evidence of efficacy in working with gifted children - these are the Renzulli school-wide enrichment triad model, Talents unlimited model, Sternberg triarchic model, Van Tassel Baska integrated curriculum model and Stanley model identification and development talent.

Information on these models and curricula clearly show affection-specific technical approach, although the approach to the teaching of the course varies. Most models favors teaching models based on demand. Sternberg's model requires an optimal match between the students and the emphasis on analytical, synthetic or practical curriculum and teaching activities. Stanley model requires diagnostic and promising approach, which promotes the

acceleration of learning as a key principle. Renzulli emphasizes more sophisticated approach that includes congestion, higher-level thinking and problem solving, and independent work.

There have been few studies on the curricula, which are aimed exclusively at higher levels of process thinking and self-oriented learning, but the evidence are not consistent with each other. Even longitudinal studies, such as those of Feldhusen and Renzulli, yielded only limited results that speak in favor of the students. The limited sample size and lack of comparison groups also contribute to the reduced credibility of these studies (Van Tassel-Baska and Brown, 2007).

So, the teaching of gifted children should be in the future based on research on curriculum and instruction. Programs and models for teaching gifted are in the USA, through decades of practice have proved to be good only if they take into account the inclusion of higher thought models and skills at the same level within the core subject areas of teaching. Good practice also recommends teaching gifted to the method of questioning as a key strategy for promoting learning in different ways. In any case, we should not forget a better method than the one that is based on learning opportunities that arise from the student, and this is problem-based learning, which is important for the student council.

Once you've done all of the above, we need yet another vital and very important component - all of which we have written, it is necessary to implement in the class. For this, we need extremely willing and able teachers, good practitioners who will know how well our theory into practice, and they will still be able to enrich the theory and get the most out of it as possible. Indeed, for all this, teachers need to be properly trained practitioners. Our duty is to make good programs and models expanded and used to teach gifted students, because the only way to get the most from them.

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