



Implementing a national gifted children education program within municipalities, following the successful model of Israel



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Introduction:

Modern countries design national programs to promote gifted children and invest increasing budgets in doing so. The long-term investment in those children aims to develop the country's educational systems, research institutes, hi-tech industry, social and political leadership and the way to maintain the stronger parts of the society within the country.

Those nurtured gifted children become the future leaders of the country whether it is in academy, politics, industry and in every segment of the society. A learning society is a society that grows, modernizes and pulls itself to be part of the developed and rich countries.

Definition of gifted:

Gifted are the ones who hold the 3 highest percentiles of assessed intelligence (I.Q.) in the broad population. Excellent are the one holding the 92-97 percentiles.

The main goal of the program:

1. Build a national program that will trace, select, teach and educate the gifted children living in the country.
2. Giving children from all layers of society a fair and equal chance to bring forward their qualities and abilities.
3. Develop a perception of personal excellence, moral and social responsibility aside involvement and personal commitment to the environment and to the others.



Main components of the program:

1. Promote nurturing programs that answer cognitive, emotional, social and moral needs and aspects of the gifted throughout the years.
2. Trace and select gifted and excellent pupils and referring them to the adequate program suiting them and their needs.
3. Develop research and assessment tools to evaluate the program and its success while developing cooperation with other developed countries.
4. Develop training and courses for teachers who will teach those gifted children allowing them to extract their higher potential.

Main values of the program:

1. Leading and awarding a culture in which excellence is a central value.
2. Simultaneous obligation to personal excellence, self-abnegation and mobility while the creation of learning environment that is creative, flexible and dynamic. Striving to promote challenging dialogs and continues creation of new knowledge.
3. A learning community in which pupils and teachers are equal in their obligation and curiosity to new knowledge and field of expertise.
4. Enhancing the range of aspects of consciousness, to express their unique skills and to create appropriate learning and education patterns while constantly innovating.

The expectation from the graduate of the program:

1. Become excellent in science, technology, art, literature, law, business, philosophy and entrepreneurship.
2. Demonstrate perseverance and persistence, creativity and originality, curiosity, intellectual and/or artistic honesty, ability and desire to constantly learn and develop ability to think and act under conditions of uncertainty.
3. Demonstrate multidirectional thinking, interdisciplinary vision, analytical ability, efficient information consumption, broad vision and awareness of value implications.
4. A graduate of the unique programs must be a person with a social commitment and a high level of morality and humanity.



DH&A's part within the program:

1. DH&A will organize a visit for the program's steering committee members to Israel to examine and understand the program from personal perspective and take part in a specially organized conference with all participating forces in the Israeli national program, to present it thoroughly and exchange thoughts.
2. DH&A will deliver all the academic, procedural and organizational knowledge and knowhow.
3. DH&A will deliver the experts and expertise within the program.
4. DH&A will conduct the infrastructure seminars with selected audience of school principals, teachers and school psychologists. All participants will gain an authorized certificate.
5. DH&A will deliver the computerized test for screening and tracing the gifted children. Tests come translated to local language.
6. DH&A will strive to involve local universities, through their school/faculty of education in the program and connect them with counterpart in Israeli universities.
7. DH&A will train selected school principals, teachers and psychologists in implementing the programs in their schools.
8. DH&A will escort and monitor the program till full and successful implementation.

Head of project on behalf of DH&A:

Dr. Yehuda Hamovitz – Senior associate founder

Program development pace:

With full cooperation – first classes open at September 2022



Educating gifted children in Israel

Overview of the system

Introduction:

The quality of the human talent pool in each country and the values of the excellent and outstanding people included in this database are dominant factors in the progress and development of human beings. The State of Israel has been blessed with outstanding human capital. Fostering excellence among those with high abilities should be a leading strategic line of state education policy, and the role of the education system is to create an optimal environment that will foster the excellence of the outstanding.

What is excellence:

Excellence and excellence are intertwined. Excellence means a range of behaviors and actions that strive for continuous improvement and enable the fulfillment of personal potential to achieve the best results possible. Excellence is a way of life. People with a tendency to excellence are usually characterized by several virtues: high intrinsic motivation that drives them steadily, curiosity, creativity, preference for new stimuli over familiar stimuli, preference for complexity, desire to transcend and to specialize, self-esteem, responsibility, independence and focus. The excellent set goals and strive for their fulfillment, learn effectively and know how to derive many of their experiences.

Excellence means exceptional performance or marks for exceptional workmanship and age-appropriate skills. In general, it is not possible to excel without the components of excellence. Outstanding achievers and outstanding products are achieved through sustained, high-quality effort, which is a sign of excellence. Excellence is dynamic: the excellence is developing its skills on all its components. The quality of the outstanding performance depends on the combination of potential with performance and informed learning from the experiences.



The process of finding outstanding children:

The process of locating in Israel begins with the first stage test that is conducted in most of the second-grade schools. Arabic language exams and locating in some Northern District schools are conducted in the third grade. Children who receive a grade that is within the range of 15% of the highest grades as well as children recommended by their parents or educational staff at the school are invited to take the second stage test for giftedness

The tests in Phase II are based on a test of general cognitive skills through an examination of general knowledge, language, mathematics and form. Children who score higher than 3% to 1.5% of the highest national acceptance thresholds are accepted into the gifted programs, while children who achieve grades ranging from 3% to 8% are accepted for outstanding programs in the afternoon at local or regional enrichment centers.

Outstanding schools:

In addition to the test-based locator, the schools also find outstanding students in terms of achievement, behavior, motivation and curiosity and are referred to outstanding school programs such as Emirates, Excellence 2000, High School Academy and more. For an overview of the outstanding programs, see the Basic and Basic Excellence Programs page. This finding is not based on aptitude tests, but on the achievements of the students and the familiarity of the school staff with them, and mainly appeals to the top 20% of school students.

Policy making:

In recent years, there has been discussion among scholars and policy makers about the appropriate approaches to gifted education. This deliberation affects the policy of finding, nurturing and the rationale for treating gifted students worldwide and in Israel. There are diverse definitions for the gifted, some qualitative and some quantitative, and of great importance, because they define the unique population suitable for tailored educational services and research in the field. Expand on international definitions for gifted people.



Policy in the State of Israel:

The Steering Committee for the Advancement of Education for the Gifted in Israel, which operates alongside the Outstanding and Gifted Division, has defined the gifted as the top percentage of the population in each year in each of the gifted areas examined. The Commission added to the gifted definition aspects of level of motivation, perseverance and creativity that are above the median of the year (Nevo, 2004), but these aspects are not yet being examined today, but are being observed and reported as the child participates in the unique programs. Today, the Ministry of Education is exploring the best ways to incorporate creativity dimensions into the locating process and is also working to promote giftedness focused on the child's talent.

The process of finding gifted students:

The process of locating in Israel begins with the first stage test that is conducted in most of the second-grade schools. Arabic language exams and locating in some Northern District schools are conducted in the third grade. In this test, a preliminary finding of children most likely to qualify for participation in the gifted programs was conducted. Children who receive a grade that is within the range of 15% of the highest grades as well as children recommended by their parents or educational staff at the school are invited to take the Phase II test for giftedness.

The tests in Phase II are based on a test of general cognitive skills through an examination of general knowledge, language, mathematics and form. The children who score higher than 3% to 1.5% of the highest national acceptance thresholds are accepted into the gifted programs. The reason that the acceptance threshold used in this group ranges from 1.5% to 3% is the need to balance the genders as well as give expression to the school care index in which students are studying. For more details on the gifted search process, see the Search for Gifted Frameworks - Elementary page.

Characteristics of Gifted Children:

In the professional literature, gifted children are characterized by unique cognitive, personal and social aspects. Although the gifted group should not be considered a homogeneous group, a large proportion of the gifted children fit a large proportion of the characteristics listed below.



Cognitive characteristics of gifted children:

- Effective use of memory that allows the connection between existing knowledge and prior knowledge.
- Effective use of metacognition, which allows self-control of thinking when performing tasks.
- High speed thinking - reflected in faster problem solving.
- Effective representation of problems, which allows to clearly classify and re-analyze problems, separating irrelevant information and clearly defining the missing data to solve the problem.
- Ability to troubleshoot and use existing information during the solution process.
- Flexibility in representing problems and using different strategies to solve them.
- Preference for complex problems, since they have a greater challenge to solve.

Personal and social characteristics of gifted children:

- Putting a lot of effort into achieving the goals the gifted child sets for himself.
- Much curiosity and desire to explore in depth the phenomena and topics that interest him.
- A gap between the rapid mental development, which precedes its chronological age, and the emotional development, which corresponds to its chronological age.
- Discovering social insight and social interests that are appropriate for students of higher age groups.
- Much autonomy in adolescence behavior.

Emotional characteristics of gifted children:

In many ways, the emotional-social needs of gifted children are similar to those of other children. They go through the same developmental stages and are exposed to environmental conditions that affect their development and safety just like any other child. However, gifted children have unique needs and characteristics, due in part to the gaps between their intellectual development, that of their peers, their emotional and motor development, which is no faster than their peers.



The unique characteristics of the gifted children may create difficulties that require special attention. Examples are:

- The high intellectual ability of the gifted children allows them to understand and see in their minds what they want to know or know, but due to the fact that there is a gap between their emotional ability and their understanding ability, they find it difficult to deal with the challenges, obstacles and frustrations involved.
- Many of the gifted children have a tendency toward perfectionism and self-criticism. In these cases, the gaps between what the child wants to achieve and what he or she can achieve can be large - and so is the frustration resulting from this gap.
- Gifted children tend to seek consistency in their environment and create and implement "laws." In doing so, they may try to impose complex rules of play on other children, resulting in conflicts between them and their peers.

In fact, these difficulties are not a real problem as long as the gifted child's environment is aware of the gap, its causes, and the consequences thereof.

Basic and elementary gifted programs and programs:

The key goal of developing the unique gifted programs and curricula is to enable these students to enjoy an education system that recognizes their special needs - intellectual and emotional - and allows them to realize their personal potential and potential to contribute to society.

Frameworks for the Gifted in Primary Education:

The Gifted and Outstanding Division conducts admissions tests for elementary school gifted programs at all recognized educational institutions. Students identified as gifted in elementary school age are referred to the gifted nurturing framework close to where they live. For details on the gifted finding process, see the Founding Gifted Process Framework page - Basic.



Gifted Centers (Weekly Teen Day) - Allow gifted students to study once a week in a unique setting tailored to their needs and abilities. Classes are held one day a week in the morning, and the rest of the week the student continues to attend regular school. The programs in the gifted centers begin in third or fourth grade according to the decision of the local authority in which the program operates. Admission tests take place in the previous school year for the year in which the program begins. For a list of gifted centers.

Unique Gifted Classes - Relatively small classrooms that meet the emotional, social, and intellectual needs of the gifted student. In the unique classes, the gifted students are taught throughout the week. The unique classes start in third or fourth grade according to the decision of the local authority in which the program operates. Learn more about unique gifted classes. To the list of gifted classes in elementary schools.

Middle school gifted programs and programs:

Gifted Centers - Students admitted to the gifted elementary school age can study in most gifted centers by the end of ninth grade.

Unique Classes - In some of the cities, there are unique regional areas for gifted students integrated into one of the city's high schools. Admission to these classes is conditional upon the admissions conditions of the division for outstanding and gifted. To the list of unique classes in junior high.

Virtual School - Students from all sectors who passed the entrance exams for gifted programs during their elementary school studies are invited to attend an annual virtual school course. The diverse courses take place in the field of distance learning under the guidance of academics, creating social relationships with a group of equals from different sectors across the country and creating a clear framework of commitment and responsibility for the learning process. The program includes courses from the sciences and other fields, so that each student can find a course close to his or her heart. Some of the courses are also taught in Arabic.



Top Gifted Frames and Programs:

Unique Classes - In some of the cities, there are unique regional areas for gifted students who are integrated into one of the city's high schools.

Admission to these classes is conditional upon the admissions conditions of the division for outstanding and gifted. To the list of unique classes in the upper division.

High School Academy - encouraging gifted students in the upper division to combine academic studies with high school studies and assists them in scholarships. The program is aimed at outstanding students in upper secondary schools, who are highly motivated to study, capable of dealing with academic study material, and who have high academic achievement. Students can participate in the program from the 9th to the 12th grade and the gifted students from the 9th grade. The program can, in some subjects, convert into school learning and exams in matriculation exams, academic courses and examinations.

Academic courses will be taught within academic institutions and will be awarded to students with a high school diploma and academic accreditation for a bachelor's degree. The program starts with a preliminary course according to the conversion profession. A grade of 80 or higher in this course is a prerequisite for continuing the program. A student will be discharged from studying a conversion profession only after successfully completing the first conversion course (in addition to the preliminary course) and having received approval from the school, but not before the end of the 10th grade.

Each academic institution that joins the program has a conversion table approved by the CMP in the pedagogical secretariat of the Ministry of Education. Some of the conversions are full conversions (all matriculation exams, all the questionnaires that comprise it, are converted into academic institution courses) and some are partial conversions (some of the matriculation exams are converted Of the academic institution and some of the questionnaires are not converted and must be examined within the school.) Calculation of the grade for the matriculation certificate includes a bonus. The conversion courses must be completed by the end of the first half of the 12th grade.



Peer facilitators - designed for students in grades 10-12. Under the program, students work and create in a specific field of instruction, under the guidance of a peer facilitator who is a professional expert in their field. The experience of working with the peer facilitator enables the gifted student to realize his or her potential. Although to formulate his professional identity for future career choices.

"Alpha" program - a program that addresses the unique needs of gifted students while enriching their scientific knowledge world, exposing them to high-level scientific research and acquiring skills required to formulate independent scientific research and academic research. The program operates in academic institutions: Tel Aviv University through the Unit for Science-based Youth, at the Davidson Institute at the Weizmann Institute of Science, the Hebrew University, the Technion and the University of Ariel (where it is for girls only).

The "IDEA" program - addresses the unique needs of gifted students interested in the humanities while enriching their knowledge world, exposing them to high-level research and imparting skills required to formulate independent scientific research and academic work in the humanities.

