

STRATEGIES FOR ADVANCED LEARNERS' DIFFERENTIATION: CURRICULUM COMPACTING, TIERED ASSIGNMENTS, INDEPENDENT PROJECTS: TEACHERS TRAINING PROGRAMME

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ABSTRACT:

The present study has attempted to present a review of issues concerning the education of the academically gifted college students. Challenges faced by primary and secondary teachers handling academically gifted students in the regular classrooms. Strategies used for academically gifted students like; Differentiation: Curriculum Compacting, Tiered Assignments, and Independent Projects. Gifted Education is an area that has not been paid the attention it deserved. Enrichment strategies for advanced learners could be used as a powerful instrument in nurturing talents and creativity among the needy gifted students in regular schools, as this area is unnoticed and ignored. So, there is the need for fresh insight and introspection on this subject. These workshops for school teachers will focus on these areas and will pioneer the trend to make use of the immense possibilities of Gifted Education as a child-friendly tool in education. It can easily cater to the diverse, inclusive needs of the classroom reality. It has also identified gaps for intervention programs for the academically gifted students and proposed an agenda for the imminent future. It has also presented the gifted programs in India which is an assorted attempt.

Objectives:

1. To provide different enrichment strategies programs for school teachers to handle advanced learners in the regular classrooms.
2. To provide Individualized Education Plan (IEP) training for school teachers to handle advanced learners in the regular classrooms.

Research Design: Quasi-experimental using mixed-method (quantitative and qualitative) approach was used in the study.

Sample: In the present study the sample comprises 40 teachers of, private Schools each located in Bangalore's north urban region were selected for the study.

Procedure: The selected 10 school teachers would be provided two days workshop on handling advanced learners in the regular classrooms also enrich them with developing IEP's.

Pretest: Lecture sessions; **Phase-2:** Demonstration of IEP; **Phase-3:** Group Discussion and Brainstorming; **Phase-4:** Training of Teachers Effectiveness; **Post Test:** Group Discussion

Inclusion: All primary and secondary school course teachers in and around Bangalore North region

Exclusion: Counselors, Physical Educators, Art and Craft Teachers, and Social Workers in the schools

Tools: The following tools for Strategies for Advanced Learners Differentiation: Curriculum Compacting, Tiered Assignments, Independent Projects would be prepared by the Researchers.

Focused group Interview Techniques: Focused group interviews were conducted on 10 school teachers and thematic analysis was conducted based on the themes.

Scope of the Project: The area of study, the geographical/sociological/biological areas, etc, period of study have to be given. The area of study is restricted to Bengaluru city only, the total period of the study would be 2 days training programme for school teachers conducted in 4 phases.

Significance of the Study: The rationale of the study has been explained by highlighting its significance for society or discipline. Gifted Education is an area that has not been paid the attention it deserved. Identifying academic giftedness could be used as a powerful instrument in nurturing talents and creativity among the needy academic gifted students as this area is unnoticed and ignored. So there is the need for fresh insight and introspection on this subject. Also, enrichment program models would be tested, built for understanding academic giftedness among secondary school children to foster giftedness. The study will focus on these areas and will pioneer the trend to make use of the immense possibilities of Gifted Education as a child-friendly tool in education. It can easily cater to the diverse, inclusive needs of the classroom reality.

Summary of findings: The study of the post-test results indicated that the teacher training program using various methods like; Differentiation: Curriculum Compacting, Tiered Assignments, Independent projects to be very effective. By thematic analysis it was found that Mentoring program must be nurtured, combined age group activities must be included for students, Technological aids must be provided for students, timely access to books, resources must be provided to children. Socio-emotional support must be given to the students. Psychometric testing must be incorporated in all schools and classrooms, Differentiation approach must be provided for the enrichment of gifted students. Must be taught befitting to students learning styles in the classrooms, Finally, Motivational enhancement must be provided periodically.

Conclusions: The following study would be concluded that the teachers training program must be facilitated to all the streams of schools like; CBSE, ICSE and state boards and the training program must be facilitated for a longer duration to facilitate the advanced learners in the regular classrooms. The psychometric assessments must be incorporated in the schools for a better understanding of the advanced learners. Taking into account the experience of various researchers in the gifted field and practitioners who work with gifted students, contemplate that a prerequisite for effective state policies for social and educational support of the academically gifted is careful coordination among all stakeholders in the following areas: identifying gifted children, curriculum development, teacher training, appropriate Enrichment program, monitoring of the effectiveness of support system for gifted children in schools and higher education will manifest the need and importance for the National Education policy and full fill its promises, also it is the duty of every state in the country to strictly adhere to NEP 2020, carefully implemented with due care, with an immense recognition.