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“9-Layered Model of Giftedness as an Innovative Educational Framework towards Inclusiveness”

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Ambassador:
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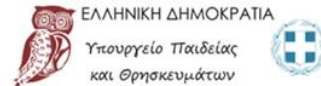


9-Layered Model of Giftedness

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This model covers a threefold purpose: to affect individuals physiological, psychological functions as well as self-beliefs and values affecting individuals’ personal and social development (Students-Teachers-Parents).



Physiological Functions



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Enhance executive functions by establishing routines, modeling social behavior and creating and maintaining supportive, reliable relationships.



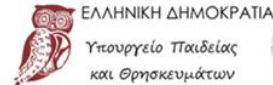


Psychological Functions - Fluid Intelligence

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Critical thinking, problem solving, intrapersonal skills, self-efficacy beliefs as well as self-regulation skills, such as self-monitoring, self-reflecting, self-controlling.



Self-beliefs & Values



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Equality, perseverance, resilience, determination,
self-respect, inclusiveness



Self-beliefs & Values in Inclusive Schools



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Teachers as well as students learn in school.

Teachers regularly discuss ways of improving students’ learning.

Standards set for students are consistently upheld across the school.

Teachers share similar beliefs and attitudes about effective teaching and learning.

Staff has a commitment to the whole school not just their class



Learn to change
Change to learn



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Inclusive school practices



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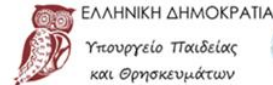
- A constructivist, interactive and rich-in-stimuli learning environment.
- Interdisciplinary projects.
- Blended learning projects.
- Adaptable & immersive learning experiences.
- Intercultural Projects.
- Inclusiveness as a value to promote tolerance, resilience, communication & cooperation and deal with civil emergencies.



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The Lesson Plan

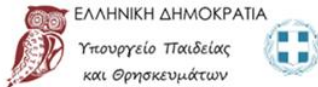




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The Chatbot

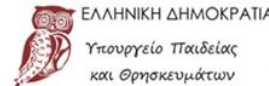




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The Self-report Questionnaire Statistics-Results





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Our Intangible Cultural Heritage by Mrs Chrysoula Lele



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Our KA2 Erasmus+ Programme: "Jump On- board Your Fully Unprejudiced Life



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Σας ευχαριστούμε,

