

Special Teachers for Special Students: Training Educators for Gifted Students in Regular Classrooms in Brazil

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Abstract The article addresses training educators for gifted/talented (G/T) children in regular classrooms in Brazil, which might be of interest to teachers of special education as well as researchers into most humanities and social sciences. Retrospective research proves the peculiarity of the region as an example of intense collaboration of special education and inclusion, implying the maximum inclusion of various groups of students, including gifted ones, into the comprehensive school system. We draw on international research in this area as well as papers by domestic scholars showing great interest in G/T issues in the recent decades. Brazilian researchers dwell on the definition of giftedness, policies, and educational programs for the development of giftedness as a reasonable basis for successful teacher training for the gifted. They also speculate on mental health of G/T students, emphasizing an exceptional importance of family and school environment for the genesis of a gifted individual. In terms of G/T teacher training, we analyze the general challenges and available best practices to present a range of opportunities for improving G/T educators training and improvement in Brazil and worldwide on the federal and local levels, where special attention is paid to the development of gifted child education within comprehensive schools.

Key words gifted/talented, school students, training, teacher, educator, regular classroom, Brazil

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Current trends in global school education in developed and developing countries place many demands on school leavers as those responsible for the future of our planet, advocating admission, inclusion, and equity in society. Consequently, schools face the need to nurture the potential of each and every child within the framework of a regular school system. The educational policy of the Federative Republic of Brazil is no exception in this regard, uniting all categories of students, including gifted children, 'under the wing' of a comprehensive school.

A retrospective analysis takes us back to 1971, when the government of the FRB adopted *The First Educational Policy (Primeira Política Educativa)* [Wjuniski, 2012] and voiced the concept of 'gifted children' and their special educational needs [Popova, 2018]. The policy was implemented within the framework of *The Sectoral Plan for Education and Culture (Culture Plano Setorial de Educação e Cultura)*. In this document, an official definition of giftedness was first drafted [Wechsler, Fleith, 2017]. This plan gave rise to various programs for gifted children, implemented under the auspices of the Brazilian government and various non-governmental organizations. As a result, based on *The National Education Policy Act (Lei de Política Educacional Nacional, 1994)*, the *Ministry of Education* of the country (*Ministério da Educação*) created *The National Policy on Special Education (Política Nacional de Educação Especial)*. In it, the term 'high ability' was declared to be synonymous with the term 'giftedness'¹ [Delou et al., 2014; Hashizume, 2020].

The definition of 'gifted / highly capable children' was gradually expanded to include all students who demonstrated high achievements and potential in any of the following areas: general intellectual abilities; special academic abilities; creative or productive thinking; leadership abilities; music; fine arts and performing arts; psychomotor abilities [Aksenova, 2007; Pomortseva, 2010; Tentes, Fleith, 2014; Rakhmatullina, 2019; Mori et al., 2021], in line with the definitions by American and European scholars of the previous century. Similar views are aired in current academic discussions, where the ideas of the maximum inclusion of various groups of students, including gifted ones, in the general education school system are becoming increasingly relevant [Aksenova, 2007; Alencar, Fleith, Arancibia, 2009; Seredina, Pomortseva, Morozova, 2016; Popova, 2018; Rakhmatullina, 2019; Yamin, McCluskey, 2021; Klyuchko, Lyablina, Gavrilova, 2023; Gali, 2023].

These ideas receive support at the state level and are considered a part of the strategy for preserving national legacy and cultural diversity. Over the past decades, there has been witnessed an increase in the representation of research in this area. Thus, identification and nomination for gifted programs, conditions for effective learning and mental

¹ Núcleos de atividades de altas habilidades/superdotação [High Abilities / Gifted Children]. Brasília: Secretaria de Educação Especial, 2024: <http://portal.mec.gov.br> (accessed 30.09.2025).

development of gifted students within the framework of a comprehensive school, training educators to work with gifted children in Europe, the USA, Australia, and Southeast Asia have attracted interest from Russian researchers, such as E.A. Aksenova, G.F. Gali, O.I. Klyuchko, E.V. Markelov, E.A. Omelchenko, A.V. Pereverzev, A.Yu. Seredina, A.A. Rakhmatullina, S.N. Tsvetkova et al. [Aksenova, 2007; Seredina, Pomortseva, Morozova, 2016; Popova, 2018; Rakhmatullina, 2019; Klyuchko, Lyablina, Gavrilova, 2023; Gali, 2023]. Research shows the undoubted interest of scholars in general issues of political, economic, and cultural development of this large region of South America and a member of the BRICS. However, the Russian society finds most recent information about Brazil rather revealing. However, the provisions for efficient G/T teacher training within the school education system have not been largely discussed hitherto, which indicates the relevance of the chosen research topic.

Background A careful insight into the issue over the past decades has shown a significant increase in the interest of Brazilian researchers in giftedness [Delou et al., 2014; Campos, França, Marquezini, 2012; Wechsler, Fleith, 2017; Martins, Pedro, Ogeda, 2016; Moreira, Moreira, Soares, 2018; Aversi-Ferrera, Dias-Vieira, 2021]. Presumably, popularization is happening thanks to a number of educational associations in the country: *the Brazilian Council on Giftedness (ConBraSD)*, *the Brazilian Association of School and Educational Psychology (ABRAPEE)*, *the University Center of Brazil — (UniCEUB) / Faculty of Education and Health (FACES)* and others, which aim to inform teachers and the general public about the problems and needs of special education².

Literature analysis suggests that Brazilian G/T educators may face a number of issues in terms of identifying and nurturing a unique potential within a regular school.

The first one is educational inclusion. In particular, S.N. Freitas and R.G. Camargo summarize a number of studies on the relationship between high ability/giftedness and learning difficulties [Freitas, Camargo, 2008]. They share the viewpoint of the recognized authority on giftedness, the American researcher J. Renzulli, that people with high ability/giftedness demonstrate high intellectual abilities and creativity and are greatly involved in the activities they perform [Renzulli, 2003]. These characteristics may or may not benefit the individual, so this article also discusses the learning difficulties caused by the lack of recognition of high ability/giftedness by teachers and classmates. The research was configured as a case study carried out on a student who attended a 5-year primary school, diagnosed as ‘twice-excep-

² Núcleos de atividades de altas habilidades/superdotação [High Abilities / Gifted Children]. Brasília: Secretaria de Educação Especial, 2024: <http://portal.mec.gov.br> (accessed 30.09.2025).

tional' with high ability/giftedness and learning difficulties. Among the main findings is that the quality of interaction between the student and people in his class, an important factor for inclusion, was sufficient, which prompted significant development of the student's potential in this healthy environment. In addition, it points to the importance of regular inclusion training and collaboration sessions for teachers.

From the perspective of inclusive education, special education becomes part of the educational offer of regular schools, contributing to the response to the special educational needs of students with disabilities, general developmental disorders, and high abilities/giftedness. In these and other cases related to specific functional disorders, special education works in conjunction with regular education, providing guidance on how to respond to special educational needs of these students [Freitas, Camargo, 2008].

Within the broader context of the state-maintained educational institution, special education aims to respond to the particularities of these students in the educational process and provide support networks, continuous training, identification of resources, services, and the development of collaborative practices [Siqueira, Ramos, 2020].

Thus, the prospects of successful teaching gifted students with learning disabilities within a comprehensive school framework lie in integrating a more in-depth study of G/T topics, including the study of best practices that these peculiarities imply in terms of modification of teaching strategies. Special education specialists can work together with other school professionals to ensure complete implementation of these demands. Here we should speak about a special education teacher who acts as a guide to special educational needs of G/T students in class. However, this specialist can, by paying attention to the characteristics of students, also provide guidance in other areas that have a strong influence on their learning outcomes and mental health, such as the quality of interaction and participation, as stated in the above-mentioned policy [Hashizume, 2020].

In this way, special education programs in schools should promote learning by eliminating barriers that hinder participation, communication, and access to information for G/T students with special educational needs. By accumulating this knowledge, it is possible to organize discussions with G/T educators, sharing ideas on how to access their students and stimulate their interaction in the classroom.

In these discussions, teachers and special educators should encourage each other to think about how they can share and act together with their colleagues, extending these relationships beyond those related to learning and perhaps even making them socio-affective, determining the equal importance of these relationships for the development of a G/T student [Freitas, Camargo, 2008; Moreira, Moreira, Soares, 2018].

Another area of research interest is the influence of gender stereotypes on the development of gifted female researchers. Studies have

revealed a positive role of women's talent and professional success in relation to motherhood, which is quite expected in a masculine-dominant Brazilian society, but is a negative factor in the marital subsystem. This discovery points to emotional involvement and passion for work and career, but also to mental overload, that becomes its inevitable consequence. The tense conditions of carrying out scientific work in Brazil also act as constraints and sources of internal and social conflict in combining career and family life, associated with gender stereotypes both in the division of family and household responsibilities and in overcoming prejudices in the professional environment [Alencar, Fleith, Arancibia, 2009; Aversi-Ferreira, Dias-Vieira, 2021].

In this regard, according to recent research, the reluctance of some gifted girls and women to be considered as such seems indicative. The results of a longitudinal study showed that the formation of a positive identity of a gifted woman is realized mainly through the exchange of opinions with gifted peers and active open discussion of giftedness issues [Tentes, Fleith, 2014].

Obviously, manifestations of gender behavior stereotypes rooted in the peculiarities of family upbringing and education in Brazil are important for G/T teachers, who deal with families on a daily basis. A study by J.F. Chagas and D. de S. Fleith as cited by V.T. Tentes and D. de S. Fleith, describes the characteristics of the family as a basis for the development of gifted adolescents. The results were surprisingly predictable: more than half of the gifted teenagers were born and raised into two-parent families, where the spouses were officially married and prioritized education and development of their children's talents. Family dynamics included a wide range of daily and leisure activities, prioritization of studies, emphasis on active holiday-making with travel, visiting relatives, watching TV shows and movies together, and similar activities. The parents of these teenagers positively assessed their role in communication matters, organization of studies, as well as the acknowledgement of psychological problems of their gifted children and the desire to assist in resolving them [Tentes, Fleith, 2014].

Evolving G/T teachers into the social challenges of their high-potential students, Brazilian researchers could not ignore the issues of school bullying. Respondents of M.M. Dalost and E.M. Alencar were 118 students aged 10 to 20, mostly teenagers. The overwhelming majority of survey participants acknowledged that bullying of peers is a widespread practice in schools, with gifted students surprisingly acting as witnesses, victims and aggressors. Gifted students who experienced the status of bullying victims described their state as 'shame and fear'; aggressors, on the contrary, felt support from the peer group [Wechsler, Fleith, 2017].

The issues of correct teacher diagnostics of giftedness in school are raised by V.T. Tentes and D. de S. Fleith, who compared the potential of gifted 'A-students' with unsuccessful gifted students on a

number of aspects. Psychometric tests of non-verbal intelligence, verbal and imaginative creative thinking, academic achievement tests as well as scales of personal, academic and motivational characteristics, learning styles, self-esteem and parental attitudes revealed a significant predominance (2:1) of the potential of gifted 'poor' students over high-achieving students in all parameters, except for family and parental attitudes, where no significant differences were found [Tentes, Fleith, 2014].

With regard to teacher training, let us turn to the study by R.V. da K. Siqueira and R. da K.V. Ramos, based on the teaching experience of a specialized educational service focused on students with high abilities/giftedness. The aim is to acknowledge through the teacher's narrative the educational practices developed by Special Education specialists that have contributed to the development and empowerment of G/T students with learning disabilities, with a view to their inclusion. The qualitative methodology is based on the (auto)biographical method through semi-structured interviews. The results show that by narrating their professional experiences and paths taken by G/T students with learning disabilities, the teacher can reflect on their practice, an action that allows them to be aware of what he/she is doing and what he/she can do to improve the effectiveness of learning process for these students. The described narrative allows us to recognize the importance of specialized care centers with qualified professionals for the development of special education students, often inaccessible in regular classes, as well as for the acceptance of their differences and characteristics, to ensure the realization of their individual and social rights [Siqueira, Ramos, 2020].

Addressing the challenges faced by teachers when applying gifted education principles in schools, Brazilian scientists and methodologists are actively lobbying for the technology of 'accelerated' learning. Despite the positive assessment of the technology by children themselves and their parents, both comprehensive school staff and special education teachers take a negative view on the program. Among the counterarguments, there are likely organizational difficulties and adaptation problems faced by 'accelerated' students in high school due to emotional immaturity, as well as the preconception that by 'skipping' a grade in a particular school subject, gifted students will certainly face additional difficulties in the other disciplines. At present, there is no empirical evidence to support these concerns, and academic acceleration is a promising alternative for the education of gifted students, despite the traditional opposition to this practice from school teaching staff [Tentes, Fleith, 2014].

A collective monograph by the Faculty of Education and Health (FACES) of the University Center of Brazil (*UniCEUB*) presents the results of a study on gifted children in mathematics, making a valuable contribution to training G/T educators.

It was qualitative research drawn on a semi-structured interview. The latter involved four teachers of a private school located in *Lago Sul, Brasilia, Federal District*. The categories chosen for the work were characteristics of gifted children, procedures, best practices, advantages, disadvantages, and advice. The main findings include inadequacy of the child in dealing with classmates and participating in class activities; imbalance between his/her intellectual ability and general academic performance; a lack of a specific procedure to meet the needs of gifted children. In terms of the effect of having these children in the classroom, the participants noted more advantages than shortcomings. The teachers raised concerns about not having special material for G/T students and the importance of maintaining their motivation. The characteristics of giftedness noted by the participants were restlessness, curiosity, quick-thinking, and impatience with routine. In terms of classroom procedures, only one of the respondents teaches these children in her classroom; three of them use some procedures and one does not. Subject 'acceleration' is implemented by two of the responders. In terms of learning assessment, all the respondents agreed that their G/T students' grades are the highest, but at the same time, their overall performance is not very good. The respondents noted more advantages than disadvantages of having these gifted children in the classroom. The advantages are the help and encouragement they provide to their peers, while the disadvantages included the difficulty in preventing other children from copying them, and the need to complete various exercises and tests. The results of this study were important for the reflection and practice of a future teacher-specialist working with gifted students. The main conclusions of the study are that giftedness, or high abilities, often do not receive due attention from teachers who are busy with other special educational needs and consider them less important, contrary to Chapter V, Article 59 '*On Special Education*' of *The General Education Law* [Alencastro, 2009].

Teachers' misconceptions about G/T learners are clearly illustrated by a study into math giftedness, which revealed that a child who is able to solve problems faster, better and more originally than other students in the class is perceived by most teachers as a useful 'teacher's assistant', who should help classmates lacking this ability. Empirical studies show that the unique educational abilities and needs of these students in a school where content is highly valued are ultimately neglected because they pass exams well and easily master this content. However, there are municipalities that provide these students with access to special educational services [Ibid.]. As *the National Policy on Special Education* clearly states, "Specialized educational assistance identifies, develops and organizes accessible educational resources that eliminate barriers to the full participation of students, taking into account their specific needs" [Dourado, 2007; Hashizume, 2020].

However, in practice, Brazilian researchers note numerous bureaucratic complications, a striking lack of awareness among teachers and school administrators about how to deal with G/T students in the classroom, as well as the absence of social projects within the school community that could contribute to the development of gifted children. This situation means that these students do not receive the attention they need, parents cannot easily have them nominated for special programs, which thus contributes to low self-esteem and abandonment as a common reality for G/T students [Alencastro, 2009; Martins, Pedro, Ogeda, 2016; Siqueira, Ramos, 2020].

his historical and scholarly context sets the stage for examining policy and programs for G/T educator training in Brazil.

**Policy
and Program
Context**

At the beginning of the 21st century, the State policy of the Federative Republic of Brazil with regard to educating gifted children was manifested in the initiative of the *Ministry of Education* to determine *Public Education Policies for Children with High Abilities* within the framework of Full Inclusion Policy (*Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva*).

The objective of the document approved by the National Senate is to guide education systems to promote access, participation, and learning for students with disabilities, global developmental disorders and high abilities/giftedness in regular schools, ensuring the following conditions: cross-cutting of special education from early childhood education to higher education; specialized educational services (AEE); continuity of schooling at the highest levels of education; continuing teacher training; accessibility in urban planning, architecture, furniture, transportation, communities and information centers [Griboski, 2009].

To determine intersectoral coordination in the implementation of public policies, *Centers for Work with Gifted/Highly Capable Children (NAAH/S)* were opened in 26 states of the country and in the Federal District of Brazil, which were supposed to successfully combine three components: work with gifted students, their teachers, and families. The centers conduct events to identify and develop various aspects of giftedness, and also educate and support families of gifted children through conferences and seminars³. The theoretical and methodological foundations of the centers' activities were formulated in a 4-volume publication, mandatory for use in each state. Thus, for the first time in the history of the country, an attempt was made to create a special educational system focused on gifted children unique individual needs.

³ Núcleos de atividades de altas habilidades/superdotação [High Abilities / Gifted Children]. Brasília: Secretaria de Educação Especial, 2024: <http://portal.mec.gov.br> (accessed 30.09.2025).

Within the framework of *the National Policy on Special Inclusive Education* (2008), the official definition of giftedness, which is still accepted today, appeared and that is “high potential in one or more of the following areas: intellectual ability, academic ability, leadership ability, kinesthetic and artistic ability, creativity, learning ability and problem solving ability” [Alencar, Fleith, Arancibia, 2009; Delou et al., 2014; Wechsler, Fleith, 2017].

Despite the breadth of the definition, empirical studies show that the percentage of students involved in gifted programs is much lower than expected. Questions are also raised about the procedure for diagnosing giftedness, which, with rare exceptions, is identical throughout the country. It is a combination of recommendations from teachers and parents, a teacher’s reference based on observation of the ‘potentially gifted’ student’s behavior, academic performance (school grades, standardized test results, etc.), psychological assessment (IQ or other general indicator of special or creative abilities), and an assessment of the student’s portfolio.

A careful retrospective analysis of the research problem presented by C. Delou et al. suggests that the debate on the definition of giftedness reveals the incompleteness or absence of appropriate education among teachers regarding giftedness since most special education courses for teachers are focused on people with mental or physical disabilities. For example, a study of kindergarten teachers showed that they had superficial ideas about giftedness. They emphasized that, in their opinion, these children have remarkable intellectual abilities but lack socio-emotional skills [Delou et al., 2014]. The same difficulties in defining giftedness were observed among primary school teachers working in private and public schools since these students were considered to have superior academic performance and knowledge, but also exhibit adjustment and emotional problems. Another study involving 20 Brazilian primary school teachers from Grades 6 to 9 found that they had not received any professional development training in the field of giftedness, which may affect their perceptions of gifted children and their classroom practices.

Prejudiced attitudes towards the terms ‘high ability’ and ‘gifted’ appear a major problem among teachers. Indeed, teachers rejected these terms as confusing and having a negative connotation in the media, whereas the concepts of talent was considered easier to understand and more applicable to the school environment. Even among college education deans, the concept of giftedness is still unreliable, as 50% of deans said they were not familiar with the phenomenon and said they did not recognize these abilities among their students [Delou et al., 2014].

The idea is proved by the results of the research on teacher’s misconceptions of G/T student in both private and public schools around the country, conducted by R. Rodrigues Maia-Pinto and D. de Souza Fleith [2012]. Questionnaires were administered to 41 teachers from

private and public schools in Brasilia. Sadly enough, the teachers demonstrated a superficial or fragmented idea about the concept of giftedness. The answers presented by teachers were separated into different categories (*above-average ability or performance, ease of learning, above-average knowledge, development above that of the age group, maladjustment and behavioral problems, superior intellectual ability*), which together, with the exception of maladjustment and behavioral problems, could come very close to an adequate definition of giftedness, but which, viewed separately, may be mutually exclusive. A large proportion of public school and private school teachers (48% and 32%, respectively) associated gifted students with those who have above-average ability or performance. This concept can be easily included in the definition presented by J. Renzulli, and is incorporated in the General Guidelines for Educational Assistance to Students with High Abilities/Giftedness and Talents to satisfy the advanced learning needs of their high-potential students. Thus, additional training in the subject taught, mastering the content of the program that goes beyond the basic training of a secondary school teacher is essential [Alencastro, 2009; Pomortseva, 2010; Mori et al., 2021; Gasinets, Kapuza, Dobryakova, 2022].

Evidently, the lack of proper teacher training in recognizing giftedness is a major obstacle to identifying these children in schools and in society on the whole. The prevailing opinion is that these children are already excellent academic performers and do not require special attention, which is a major barrier to implementation of specific educational programs aimed at these students [Alencastro, 2009; Yusupova, 2023]. The need to change this attitude among teachers and inform society about the needs of gifted children is a concern for Brazilian researchers.

Having established the scholarly and policy context, we proceed to examine practical training initiatives in Brazil. This issue is thoroughly discussed in the next part of the paper.

Findings and Discussion

It is obvious that the theoretical basis for the multifactorial definition of 'giftedness', the need for longitudinal dynamic diagnostics and individualization of gifted children education within the framework of a comprehensive school in the Federative Republic of Brazil is based on the research of American psychologists and educators (J. Renzulli, S. Rees, etc.), describing how to create a system of talent search and development in a country [Seredina, Pomortseva, Morozova, 2016]. At the same time, research and programs are built which consider the regional and national component and allow us to identify the following conditions for revealing the unique potential of gifted children.

First, it is vitally important for the Brazilian society to finally recognize the value and unique educational needs of gifted children as a

condition for successful socio-economic development of the country in the future. This should eventually lead to proper training of specialists working with gifted children. It is to begin at the bachelor's level and continue throughout the teacher's career within an appropriate system of advanced training, where giftedness becomes an integrated part of the 'Special Education' section.

The current G/T teacher training and professional and personal upgrade scheme implies strengthening partnerships with universities, government organizations and NGOs in order to popularize the idea of identifying and educating gifted youth as an integral component of the development of Brazilian society. Thus qualified educators will be able to actively implement various options for 'accelerated' completion of the curriculum as an effective form of gifted education within the framework of a comprehensive school, on condition that the principles and procedures for their implementation are developed and provided for the teachers, family and gifted child himself/herself.

However, it is impossible to imagine coherent education of G/T students without professional consulting work with families in order to educate parents on issues of gifted development and behavior, offering an opportunity to share their experiences and discuss forms and methods of supporting the academic and mental development of gifted children in a family context.

Finally, it is crucial to take into account that along with the development of academic abilities and talents of gifted individuals it is crucial to pay special attention to the affective side of the gifted individual's personality as a condition for dynamic development of giftedness and talent 'throughout life'.

Therefore, we continue to discuss the best practices of implementing the theoretical provisions described above in the practice of general education schools in Brazil, most of which operate at the expense of the state budget in various forms:

Consider the example of The Brazilian Council for Giftedness and High Ability — *ConBraSD* (*Conselho Brasileiro para Superdotação*, 2016), an important professional association, which was founded in 2003 to direct identification of gifted people and provision of related services to them in Brazil. The main objectives of *ConBraSD* are (a) to promote recognition by society of situations and problems related to gifted people; (b) to collaborate with public and private institutions responsible for the development and promotion of public policies for gifted people; (c) to provide scientific information on giftedness; (d) to promote education and training for identification of gifted people and provision of services for them and their families. So far, *ConBraSD* has organized seven conferences throughout the country. International and national experts have been invited as keynote speakers. In this way, these events aim to disseminate Brazilian programs and research results related to giftedness. The City of São Paulo also offers

teachers training in the identification and placement of gifted children at the Center for Specialized Support to Teachers (CAPE). This center was established in 2012 and offers educational materials in addition to strategies aimed at stimulating high-ability students to achieve in a regular classroom. Information on federal and state policies is also provided for teachers so that they can nominate students for various opportunities to accelerate learning [Delou, 2014].

Each of the above organizations performs a number of tasks to achieve three objectives to accord with the general policy of the Ministry of Education (*Ministério da Educação*) regarding G/T teacher training and improvement, echoing the global trend in teacher training for the gifted [Pomortseva, 2010]:

Objective 1. Exchange information on the most effective programs, forms, and methods of working with gifted and talented students.

Here, the main task of the centers for professional development and information centers is to provide access to Internet sources on the problem and to bring to the attention of all participants in the learning process (administration, teachers, parents, and students) any useful information about the program by means of the Internet.

A perfect example is *The Construction of Educational Practices for Students with High Abilities/Giftedness* project. The proposal for specialized educational services for students with high abilities/giftedness (*Portuguese Atendimento Educacional Especializado AEE*) is based on the philosophical principles that underpin inclusive education and aims to train teachers and education professionals to identify students with high abilities/giftedness, providing opportunities for the construction of the learning process and expanding services, with a view to fully developing the potential of these students [Mirelle Melo Ferreira Duarte, 2020].

To support plans in this area and contribute to their implementation, the *Special Education Secretariat of the Ministry of Education (SEESP)* invited specialists to prepare this set of four volumes of didactic-pedagogical books containing information that assists in the practices of serving students with high abilities/giftedness, as well as guidance for teachers and families.

A number of traditional tasks are set for the state universities. Given the difficulties that the domestic higher education system is experiencing, we are interested in encouraging universities to sponsor the work of various conferences, workshops and 'working groups' on giftedness issues.

Objective 2. Finding and publishing information confirming that continuous teacher development optimizes the process of nurturing gifted and talented students.

The main burden for implementing this goal falls on the state universities, which, among other tasks, are in the first place set to develop a teaching methodology for identifying the social-emotional needs

of the most capable students; organize conferences and seminars to discuss the most effective programs of the past year; coordinate the activities of university and district professional development programs [Seredina, Pomortseva, Morozova, 2016].

In particular, a revealing paper was provided by the government of the southern Brazilian state of *Rio Grande do Sul* as part of the educational project “*New Possibilities in Justice, Citizenship and Human Rights. Accessibility and Inclusion*” (*Novas Possibilidades em Justiça, Cidadania e Direitos Humanos. Acessibilidade e Inclusão*) as a project managing and formulating state policy for people with disabilities and people with high abilities in the state of Rio Grande do Sul (Law 13,604/11). Thus the government of Rio Grande do Sul is responsible for promoting, through community participation, the decentralization and universalization of actions that guarantee equal opportunities, as well as access to constitutional rights and citizenship for people with disabilities and people with high abilities.

Through training, permanent forums, thematic forums, consultations, services, research, *FADERS Accessibility and Inclusion* seeks to formulate public policies and guarantee rights in the 497 municipalities of Rio Grande do Sul on a regional basis [Mirelle Melo Ferreira Duarte, 2020].

Objective 3. Systematically calculating the effectiveness ratio of the programs for gifted students and professional training/retraining programs for teaching staff.

In this case, all participants in this process make a certain contribution to achieving the goal: universities develop evaluation criteria, advanced training centers collect information and assess the impact of advanced training programs on the effectiveness of special programs for gifted students, information centers communicate the results of the assessment to specialists and the public [Mori et al., 2021].

In our opinion, the following university programs approved by Brazilian *MEC* (Brazilian Ministry of Education and Culture) most successfully illustrate how to achieve these objective (see Table 1).

As can be seen from the table, the top four training courses are quite similar in the name, target audience and the workload offered. It is clear that the distance education option implemented by *PUC* and *NOVOESTE* can hardly compete with the profound 18-month off-line and blended courses by *Sapens* and *UNESP*. Predictably, *Sapens* suggests “Introduction to Scientific Research”, which demonstrates a considerate approach to the learning process and appears more suitable for students preparing for a career in G/T education rather than comprehensive school teachers. To traditional off-line classes *UNESP* adds the Moodle Virtual Learning Environment (*UNESP AVA*), which offers activities developed in each of the course disciplines, two synchronous activities (thematic seminars) via Google Meet conferences, and two Integrative Projects. This blended option sounds appealing for

Table 1. Training educators for gifted students in universities of Brazil

Course name	Course load	Duration	Target audience	Contents
Sapens / Genus Instituto <i>Specialization in High Abilities/ Giftedness</i> https://instituto.sapiens-psi.com.br/pos-graduacao-altas-habilidades	500 hrs	18 months off-line course	Undergraduate and post graduate students	Modules: From concept to theories and theorists Socioemotional, intellectual, and learning characteristics of people with high abilities/giftedness From referral to care Practices for assisting people with AH/GD
Universidade Estadual de São Paulo (UNESP) <i>Specialization in Special Education / Emphasis on High Abilities or Giftedness</i> https://www.ibilce.unesp.br/#!/pos-graduacao/especializacao/educacao-especial---altas-habilidades-ou-superdotacao/	400 hrs	18 months (blended education)	Teachers and other professionals in basic education with a Bachelor's Degree	Disciplines: Public policies: Special and inclusive education Contextualizing AH/GD scientific work methodology Instruments for identifying AH/GD behaviors The gifted person in their asynchronous development: Skillful management for/with the student with AH/GD in the regular classroom Individualized teaching plan for the student with AH/GD Collaborative teaching between the regular class teacher and the AEE teachers
Faculdade NOVOESTE <i>Giftedness and High Abilities</i> https://novoeste.edu.br/pos-graduacao-ead-em-altas-habilidades-e-superdotacao	420 hrs	6 months (distance education)	Professionals who work directly in providing care to people with AH/GD	Disciplines: The relationship between family, society, and school: Diverse contexts and their contribution to the development of people with high ability/giftedness National precepts for high ability/giftedness and specialized care Identification of people with high abilities/giftedness: paths and perspectives The psychometric contribution from formal tests in the process of identifying people with high ability/giftedness <i>et al</i>
PUC Paraná (Pontifical Catholic University) <i>High Abilities/Giftedness and Talent Development</i> https://estudenapuc.pucpr.br/pos-graduacao/cur-sos/altas-habilidadessuperdotacao-e-desenvolvimento-de-alentos-toledo/	420 hrs	7 months (distance education)	Parents, educators, psychologists, pedagogues, school administrators, professionals in related fields	Disciplines: Curriculum proposal for assisting children, adolescents, young people, and adults with High Abilities and Giftedness. Acceleration Educational practices: Intervention proposals Educational proposals in different countries: Overview High abilities/giftedness and executive functions Educational practice: Identifying high abilities and giftedness <i>et al</i>

younger audiences as well as for current teachers, who are unable to leave their school class for a long time, thus extending the number of potential attendants. However, the *PUC* course involves G/T students' parents as the chief identifiers and continuous guides of the G/T children.

Contest analysis suggests that more or less in-depth theoretical base combined with a considerable number of practice hours offered in every course allows G/T educators to gain knowledge and skills in multiple related fields: from the rights of people with high abilities to innovative and practical pedagogical strategies that encourage autonomy, creativity, and the potential of each individual, providing personalized and effective care. Upon completing the courses, educators are able to create and implement innovative pedagogical projects, manage inclusive educational processes, and facilitate talent development in a variety of areas.

Under these conditions, the teacher becomes a catalyst for the development of projects and ideas, a personal adviser for individual students, a person to whom one can turn in case of need, helping to move away from the "eternally imposed order based on the inviolability of subjects ... to a situation in which both teacher and student are free to opt for the sphere of common interests and problems that they can explore together" [Seredina, Pomortseva, Morozova, 2016].

With this idea in mind, in recent decades, various educational programs in Brazil have attempted to identify and support the potential of children with the highest abilities. Given the national and regional specifics, most programs are focused on children from families with low socio-economic and cultural status.

Conclusion

Research shows that the current stage of the development of G/T education system in Brazil has revealed an increased interest in understanding giftedness with its various aspects, which are becoming the focus of attention of researchers from universities throughout the country. Of particular importance is the fact that research community is interested in establishing partnerships with educational institutions and the results of these studies are becoming available to school teaching staff and families of gifted students.

Despite widely recognized achievements in the field of programs and services for gifted children in Brazil, especially in the last two decades, a number of key issues need to be addressed in order to promote the development of gifted children in a regular classroom. Among them are those that we prioritize following in the steps of most advanced Brazilian educators and researchers.

The paramount priority is training G/T educators at university beginning from bachelor's courses with careful provisions for continuous education throughout the teacher's career within an appropriate sys-

tem of advanced training, where giftedness becomes an integral part of the 'Special Education' section. While programs like *Instituto Focar as Sapsens*, *UNESP*, *NOVOESTE*, *PUC* show promise, their limited scope underscores the need for national scaling. This can be achieved only via strengthening partnerships with universities, government agencies, and NGOs to popularize the idea of identifying and training gifted youth as an essential component of the development of Brazilian society. Equally, a pilot national curriculum for G/T training might be tested in several municipalities by 2026.

In comprehensive schools, active implementation of various options for 'accelerated' completion of the curriculum is required as an effective form of teaching gifted children, providing teachers, families, and gifted children themselves with clear principles and procedures.

Proper G/T teaching-learning in a comprehensive school is possible only through professional consulting with the family in order to educate parents on issues of gifted development and behavior, offering an opportunity to share their experience and discuss forms and methods of supporting the academic and mental development of a gifted child in a family context.

The projected successful system of G/T identification and development should be based on the idea that along with the development of academic abilities and talents of gifted students, special attention is to be paid to the mental health of the gifted individual as a condition for the dynamic genesis of giftedness and talent 'throughout life'.

All the above factors may eventually foster/accelerate/promote? recognition by the Brazilian society of the value and unique educational needs of gifted children as a condition for successful socio-economic development of the country in the future.

Having attempted to reveal the historical background and current state of the problem of G/T educator training and improvement in Brazil, this paper in no way attempts to present a complete account of the issue. Further studies into G/T inclusion programs as well as continuous search for effective best practices of G/T teacher and student education within comprehensive schools in the FRB seem quite relevant and timely to secure successful identification and nurture of the country's ablest student population at home and worldwide.

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