

Ministry of Science and Higher Education of the Republic of Kazakhstan Pavlodar
Pedagogical University named after Alkey Margulan



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Council
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REGULATION

"Algorithm for Designing an Individual Educational Trajectory for Gifted
Children"



Pavlodar, 2026

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1. General Provisions

1.1. These Regulations define the objectives, tasks, principles, structure, and design algorithm of an Individual Educational Trajectory (hereinafter referred to as the IET) for gifted students within an educational institution.

1.2. The Regulations have been developed in accordance with the regulatory framework of the Republic of Kazakhstan in the field of education, the principles of inclusive and learner-centered education, as well as contemporary approaches to supporting gifted children.

1.3. An Individual Educational Trajectory is a specifically designed, flexible, and adaptive pathway for a student's development aimed at unlocking and fostering their intellectual, creative, academic, research, leadership, and other forms of potential.

1.4. The IET is developed for students who demonstrate:

- high intellectual abilities;
- strong academic achievement;
- pronounced creative abilities;
- active engagement in research activities;
- leadership qualities;
- high motivation for learning;

originality of thinking and the ability to rapidly assimilate new knowledge and skills.

1.5. The implementation of the IET is carried out through the collaboration of the school administration, teachers, a psychologist, parents (legal guardians), and the student.

2. Purpose and Objectives of the Individual Educational Trajectory (IET)

2.1. Purpose

To create conditions for the full realization and development of a gifted student's abilities through the design and implementation of an individualized educational pathway.

2.2. Objectives

- to identify the individual characteristics, strengths, and potential of the student;
- to create conditions for advanced and enriched learning;
- to develop research, creative, and cross-curricular (meta-subject) competencies;
- to foster self-regulation and lifelong learning skills;
- to provide support for personal and socio-emotional development;
- to prevent academic overload and emotional burnout;
- to facilitate participation in academic Olympiads, competitions, projects, and research activities;
- to ensure pedagogical and psycho-pedagogical support throughout the educational process.

3. Principles of Designing the Individual Educational Trajectory (IET)

The design and implementation of the IET are based on the following principles:

- individualization of learning;
- diversity and flexibility of educational opportunities;
- flexibility and adaptability;
- voluntary participation of the student;
- support for initiative and independent learning;
- integration of curricular and extracurricular activities;
- continuous monitoring, evaluation, and adjustment of the educational trajectory;
- psychological safety and the emotional well-being of the student.

4. Participants in the Design and Implementation of the Individual Educational Trajectory (IET)

4.1. School Administration:

- organizes and oversees the support process;
- coordinates the activities of teachers and specialists;
- ensures the necessary conditions for the implementation of the IET.

4.2. Teachers:

- conduct observation and assessment activities;
- design and provide educational tasks and learning opportunities;
- support the implementation of the IET;
- monitor and evaluate student progress and outcomes.

4.3. Educational Psychologist:

- conducts psychological assessment and diagnostics;
- provides consultation to teachers and parents (legal guardians);
- monitors the student's emotional well-being and psychological development.

4.4. Parents (Legal Guardians):

- participate in the approval and coordination of the IET;
- create supportive conditions for the child's development;
- collaborate with the school throughout the implementation process.

4.5. Student:

- participates in goal-setting and educational planning;
- implements the individual learning plan;
- engages in self-assessment and reflective practices.

5. Algorithm for Designing the Individual Educational Trajectory (IET)

5.1. Identification of Giftedness

At this stage, the following activities are carried out:

- pedagogical observation;
- analysis of academic achievements;
- assessment of abilities and aptitudes;
- psychological assessment;
- analysis of participation in competitions, Olympiads, and project activities;
- identification of the student's interests and motivation.

Methods:

- testing;
- questionnaires and surveys;
- expert evaluation by teachers;

- interviews;
- portfolio assessment.

5.2. Comprehensive Assessment and Development of the Student Profile

The following aspects are identified:

- strengths and areas of excellence;
- type(s) of giftedness;
- educational needs;
- level of motivation;
- cognitive and thinking characteristics;
- socio-emotional and volitional characteristics;
- communication and interpersonal skills.

5.3. Goal Setting and Expected Learning Outcomes

The following are determined:

- short-term goals;
- medium-term goals;
- long-term developmental goals.

Expected outcomes include:

- academic achievement;
- development of research skills;
- participation in Olympiads and academic competitions;
- enhancement of creativity;
- development of leadership competencies;
- acquisition of self-directed learning skills.

5.4. Design of the Individual Educational Trajectory

The following components are developed:

- an individual learning plan;
- a list of advanced and supplementary courses;
- forms of extracurricular activities;
- research and project-based assignments;
- a support and mentoring schedule;
- a system for monitoring educational outcomes.

The IET may include:

- elective courses;
- individual consultations;
- Olympiad preparation programs;
- research projects;
- online and distance learning resources;
- participation in competitions and academic conferences;
- mentoring and coaching support.

5.5. Approval of the Individual Educational Trajectory

The IET shall be reviewed and approved by:

- the school administration;
- teachers;
- the educational psychologist;
- parents (legal guardians);

- the student.

Following approval, the IET shall be formally endorsed by an official order issued by the head of the educational institution.

5.6. Implementation of the Individual Educational Trajectory

During the implementation process:

- continuous support is provided to the student;
- ongoing monitoring is conducted;
- pedagogical support is ensured;
- conditions are created to foster initiative, autonomy, and independent learning.

5.7. Monitoring and Revision

Monitoring includes:

- analysis of educational outcomes;
- observation of developmental progress;
- assessment of emotional well-being;
- evaluation of engagement and motivation.

The IET may be revised:

- when the student's interests change;
- when the level of achievement changes;
- when signs of overload are identified;
- based on the results of interim monitoring and evaluation.

6. Documentation of the Individual Educational Trajectory (IET)

The documentation package shall include:

- a giftedness identification record;
- diagnostic and assessment materials;
- the student profile;
- an individual development plan;
- a support and mentoring schedule;
- monitoring and evaluation forms;
- a portfolio of achievements;
- analytical and progress reports.

7. Evaluation of the Effectiveness of IET Implementation

The effectiveness of the IET shall be assessed based on the following criteria:

- positive developmental progress in the student's abilities and talents;
- increased academic motivation and engagement;
- participation and achievements in Olympiads, competitions, and academic events;
- development of research competencies and activities;
- acquisition of self-directed learning skills;
- the student's emotional well-being;
- satisfaction of parents (legal guardians) and teachers with the outcomes of the support process.

8. Final Provisions

8.1. These Regulations shall enter into force upon approval by an official order of the head of the educational institution.

8.2. Amendments and additions to these Regulations shall be introduced in accordance with the established procedures.

8.3. Responsibility for overseeing the implementation of these Regulations shall be assigned to the Deputy Head of the School responsible for coordinating programs and support services for gifted students.