

The Art Teacher Working with Twice-Exceptional Learners: Challenges and Core Competencies

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Abstract

This article examines the competencies required of art teachers to recognise, support, and nurture the potential of twice-exceptional (2E) learners, integrating conceptual frameworks, psycho-pedagogical observations, and educational strategies. Conceptual clarifications include the terminology used in education and psycho-pedagogy, definitions of special educational needs (SEN), and the positioning of ability, giftedness, and talent within arts education, highlighting their relevance for identifying 2E learners.

In practice, 2E learners often display paradoxical behaviours, alternating between remarkable achievements and notable difficulties, alongside distinct indicators of artistic potential, evident in creativity, expressiveness, and aesthetic sensitivity. These complex manifestations require an integrated approach, combining theoretical knowledge of SEN and giftedness with personalised, innovative pedagogical strategies.

The teacher's role is therefore multifaceted: facilitating the creative process, acting as a socio-emotional mediator, and closely monitoring learner progress. Key competencies for lesson planning, activity adaptation, and targeted interventions are systematised to ensure that learners' artistic potential is effectively supported and developed.

The study employs conceptual analysis, synthesis of specialised literature, and integration of pedagogical observations, offering an innovative perspective on inclusive education. It demonstrates how the combination of theory and practice enables art teachers to respond to the complex cognitive, emotional, and creative needs of 2E learners, supporting both their artistic growth and socio-emotional development.

Keywords: twice-exceptional learners, special educational needs, giftedness, art teacher competencies, arts education, creativity