

Provision for talent and giftedness development

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The situation in Denmark just now

Talent Development – overview

ABC-differentiation – a minority of schools are differentiating the curriculum in response to minorities: the talented and the gifted pupils

Grouping (weekly or often)– focus on high speed and high level learning combined with enrichment across classes and grade levels (M. Gross)

Small scale acceleration: Follow subjects one year above pupils actual grade level

Big scale acceleration Work through all grade levels in one or two subjects ‘as fast as possible’
Demands teacher creativity and longterm perspective on planning - mentoring

In all/nearly all subjects – grade skipping
Four positive examples – three boys and a girl

Special arrangements – talent camps – talent competitions

Leisure time arrangements

Junior Talent Academy

Young Talent Academy



Talent and competence – in everyday classroom practice

F. Gagné: The idea of competence and talent
Transforming natural talents into competences
The 10 % model competence focus on performance

Teachers are accepting the model

Denmark: We argue for curriculum differentiation in response to top 20 % pupils
Experiences from talent projects


Silverman: Gagné will not discover the gifted!

However, Natural gifts are potentialities – we have to nurture the gifted pupils to make the blossom or shine

Grouping – a key strategy to enrichment

- } The Act on The folkeskole encourage to grouping – pedagogical reasons
- } Examples on provision – Mother tongue and literature, English, Math

Upper secondary supporting lower education

- } Act on the gymnasium (Upper secondary education, year 9-12)
 - } Compulsory to provide for talent development – Academy for Youth Talents
 - } Compulsory to provide for talent development in lower secondary Education in The folkeskole – and bridging between the two systems – usually with no costs for local schools
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Provision for year 7–9: Developed?
Implemented ???

Academy for Talented Youth

Junior Talent Academy

Young Talent Academy

Special arrangements – talent camps – talent
competitions

Leisure time arrangements



Identification for talent provision

Testing – no go

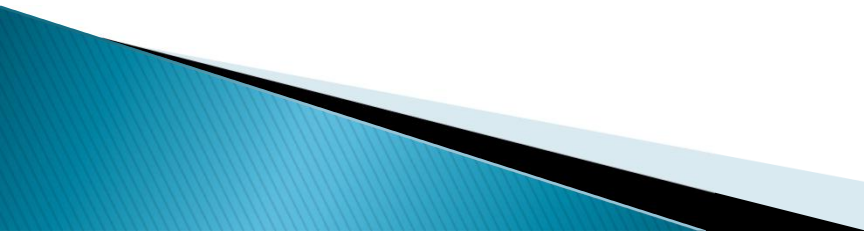
Teacher, parent and self nomination

Portfolio

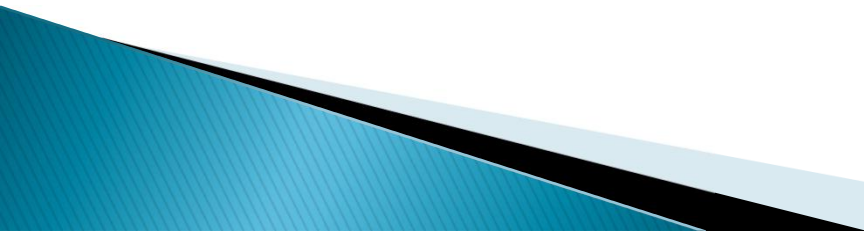
Projects

The Danish Checklists – Silverman inspiration

Silveman (2003) checklist (1)

- Reasons well (good) thinker
 - *Learns rapidly*
 - *Has excellent memory*
 - *Has a long attention span (if interested)*
 - Sensitive (feelings hurt easily)
 - Shows compassion
 - *Perfectionistic*
 - Intense
 - Morally sensitive
 - *Has strong curiosity*
 - *Perseverant in areas of interest*
 - Has high degree of energy
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Silveman (2003) checklist (2)

- } *Prefers older companions or adults*
 - } *Has a wide range of interests*
 - } *Has a great sense of humor*
 - } *Early or avid reader (if too young to read, loves being read to)*
 - } *Concerned with justice, fairness*
 - } *Judgment mature for age at times*
 - } *Is a keen observer*
 - } *Has a vivid imagination*
 - } *Is highly creative*
 - } *Tends to question authority*
 - } *Has facility with numbers*
 - } *Good at jigsaw puzzles*
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Programmes for training G & T counsellors

- } Short term courses
- } Seminar and conferences

- } A training programme at diploma level – two units (six units is demanded for a full diploma certificate) – funding is a problem

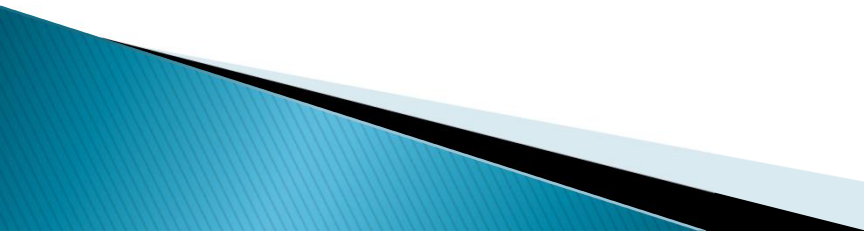
Denmark: Status on G & T education (1)

The Danish Association for Gifted Children.

Inclusion criteria: Intelligence test or screening

- } Training examiners/screeners
- } Initiatives to develop teaching materials
- } Very active in Schools Boards
- } Political active at national level
- } Counselling services for parents
- } Websites for children, parents and teachers

Denmark: Status on G & T education (2)

- } Decentralised school system
 - } The Act on 'the folkeskole': The individual schools and municipalities has to establish provision for more able learners
 - } The egalitarian school system
 - } Inclusive education
 - } Curriculum differentiation – teaching and learning principles
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Denmark: Status on G & T education (3)

Understanding IE – in classroom practice
An ongoing discussion

Bram Norwich: Moderate Inclusion – children with MLD, language problems, ADHD ...

In line with M. Gross?



Closing remark

- } Grade 0 (Kindergarden) – grade 6 – only few arrangements
 - } The pre-school children ????
 - } Waiting for initiatives
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