

The gifted, the very able and the talented pupils


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The egalitarian Danish School System


In all equality societies, it is a fundamental principle that everyone is entitled to equal opportunities. The comprehensive Danish schools are designed to fulfil this Principle.

Silverman: .. Equal opportunities can never mean equal results. We can not exact the same educational objectives for the total amount of students.



Tirri/Finland – Baltzer/Denmark

The latest national core plan highlights differentiation as a pedagogical starting point for teaching. Likewise, all students, including those who are highly gifted, should receive an education that takes into account their individual needs. (Finnish National Agency for Education 2014)



Tirri/Finland – Baltzer/Denmark (2)

In Finland is education of high performing or outstanding performing students, depending on individual teachers, as neither the education system nor the teacher education have addressed the problem. ...

Today's we will share Danish experiences – about differentiation, talent development and giftedness



Inclusive Education – Gifted and talented pupils

Giftedness is about ability – presented from nature

Talent is about high performance

Two different populations – Living in different learning fields – in risk of exclusion from inclusive classrooms. (In Swedish: 'De särbegåvade och de högt presterande')

High performance – Academic abilities

IQ test is often a good tool to predict high level reasoning -> academic subjects

The folkeskole is a testing school – but IQ testing 'is no go'

Teachers know – differentiate to meet their needs for learning!



Giftedness

Complicated – or complex personalities

They may or may not reveal high performance or outstanding

They may or maynot score very high on intelligence tests



The gifted child and pupil

Annemarie Roepers (1982) definition:

"Giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences"

Asynchron development – a keyword



The gifted child and pupil (2)

Giftedness is about potentialities

The educational problem:

You get insight into potentialities in learning processes and in dialogues

IQ testing may reveal information – a fixed 'on the day' result

The Inclusive Schools – provision for the talented

Lessons learned from Persson:

Different provision – within IE – we have to find strategies

For the talented – the high performers:

Differentiated teaching combined with group teaching for the high performers and out-of-school arrangements

Giftedness and Ability,


Linda K. Silverman:

Giftedness – is about high abilities – not about high performance

Giftedness – a natural gift – nurture is necessary

Happens when we understand the characteristics of the gifted child/pupil

Prevalence: 1-2 % of an age group




IE – provision for the gifted

Set up programmes for them – individually designed

They are a minority within the pupil population

However – you can include them in groups for talented pupils – if the gifted child is accepting

In Denmark: We have find the creative teachers and head-teachers who can support and develop programmes meeting their needs



Closing remark

Miraca Gross: Do not confuse equal opportunity with equal outcomes

If inclusion means placing a gifted child for at least a few hours' structured time each week, together with other pupils who share her abilities and interests and with a curriculum differentiated in response to her learning needs and capabilities, then include me as an advocate of inclusion.

But if inclusion means fulltime in mixed ability classrooms – then in the words of Samuel Goldwyn: Include me out.