


Who am I?

- Teacher: Math, Physics, Chemistry, Biology and English
- 4 years at a private school – 12 years at a public school (mainly 11-16 years of age)
- Gifted and highly abled students in Odense – 5 years
- Talent-coordinator at ScienceTalerter
- ScienceTalent Genius at ScienceTalerter


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ScienceTalerter



- National center for talented students in Science in Denmark (age: 11 – 21 years)
- Working mainly with students from lower secondary school (age: 11 – 16 years)
- Math-camp
- Rocket-camp/space-camp
- Flying-camp
- Building bridges-camp

ScienceTalerter



- Molecular gastronomy-camp
- Robotic-camp
- MasterClass Junior (year 7 – 9 – 2 ½ years – 7 camps in total)
- ScienceTalent Genius (year 6/7 – 2-3 years – 6/9 camps in total)

What do we hear at ScienceTalerter?



- “Nice to be seen and acknowledged”
- “Here it is allowed to be good at school work and to want to learn something”
- “If I had not been part of MasterClass Junior, I would just have given up at school – I hated school”
- “I wish all talented students could try this”

Gifted and highly abled students



- Talented student
 - 15 – 20% of the students
 - Good at one or more subjects
 - Learn fast/easy
- Highly abled student
 - IQ 125 (130) or above
 - 1 – 2% of the students

Strategy for the gifted and highly abled students



- How do you provide for gifted and highly abled students in your municipal and schools?

Strategy for the gifted and highly abled students



- Why do we need a strategy?
 - To ensure all work together to give all children the best opportunities to develop their potentials – both the children struggling and the gifted and highly abled children!

Strategy for the gifted and highly abled students



- Common guidelines for
 - Identification of the gifted and highly abled students
 - Differentiated teaching
 - Teamwork
 - Degree of involvement of parents
 - The role of the headmaster and head-teachers

Strategy for the gifted and highly abled students



- The purpose of a strategy
 - Making the strategy visible
 - Common guidelines
 - Function as reference work for new teachers/colleagues
 - Working tools for everybody

Strategy for the gifted and highly abled students



- The content of a strategy
 - The school's definition of a gifted and/or highly abled student
 - Definition and guidelines for differentiated teaching
 - The school's plan for developing the teachers' knowledge and qualifications
 - Role of the headmaster and head teachers

Strategy for the gifted and highly abled students



- How do you define a talented child – and a highly abled child?
 - A separate strategy for talented children?
 - A separate strategy for highly abled children?

Strategy for the gifted and highly abled students



- Differentiated teaching
 - How should the differentiated teaching be?
 - Methods?
 - How often?
 - Organisation – class – several classes together – year group – several year groups together?
 - For everybody or just for the gifted and highly abled students?
 - How about after school care/after school club?

Strategy for the gifted and highly abled students



- Teachers
 - How to develop the teachers knowledge and qualifications?
 - Sharing knowledge
 - How to divide the class in groups
 - How to tell the students about the assignments and the new way of working
 - Sharing assignments that have worked well in class
 - What worked well – what could be changed for next time

Strategy for the gifted and highly abled students



- Role of the headmaster and head teachers
 - What do the headmaster expect of the teachers
 - What do the teachers expect of the headmaster
 - Headmaster – teachers
 - Headmaster – parents

Strategy for the gifted and highly abled students



- Making the strategy visible – why?
 - The school's homepage
 - Mentioned at parents-teachers meetings
 - Part of every talk about the class/the students
 - Reading initiative
 - Math initiative
 - Talent initiative

Strategy for the gifted and highly abled students



- Discussion
 - How should we define talented students?
 - How should we define gifted and highly abled students ?
 - Differentiated teaching
 - How?
 - Where?
 - How often?
 - For whom?

Strategy for the gifted and highly abled students



- Implementation
 - How should it be done at our municipal?
 - How should it be done at our school?
 - Who is responsible for the implementation?
 - Who is committed to the strategy?

Strategy for the gifted and highly abled students



- How should your strategy be?
 - Frame work for how your strategy should be
 - Take the following into consideration
 - Socio-economic background of your neighbourhood
 - Other schools in the neighbourhood (profile schools??)
 - The age group of the students
 - » different initiatives to students aged 8-9 to students aged 14-15

Strategy for the gifted and highly abled students



- Plenum at XX.XX

Strategy for the gifted and highly abled students



- What have you found out?
 - What are the difficulties?
 - What are the easy parts?
- How do you implement it at your school?
 - The reaction of the teachers?!
 - The reaction of the students?
 - The reaction of the parents?

Strategy for the gifted and highly abled students



- What now?
 - Have a realistic time plan?
 - “Rome was not build in a day”
 - Start small and then increase the work
 - Support the teachers all the way
 - when they feel down and nothing works
 - When the parents complain why their (super) child is not part of the plan/effort



The middle section of the slide contains the Sciencetalenter logo and name in the top left corner. Below this is a black banner with the text "se mere på" and "www.sciencetalenter.dk" in white, sans-serif font. Underneath the banner is a photograph of four young people (three boys and one girl) looking intently at something off-camera. The bottom right corner of this section features the Sciencetalenter logo and name again.