



SCIENCE TALENTER

The Challenge Award Quality Provision for Able, Gifted and Talented Pupils



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A framework/toolbox for self-evaluation

NACE asked schools and LEAs:

- What does effective provision for able, gifted and talented pupils look like?
- What are the aspects that constitute quality provision?
- How well are we doing?
- What is our next priority?

A flexible framework



Different starting points:

1. The Framework as a developmental tool
2. The Framework as an audit/action plan tool
3. The Framework as an assessment tool

A Danish Perspective:

How can we utilize the framework – to raise awareness

Look at the 10 elements as possible issues
improvement

An Inclusive Approach



High performance comes in different forms and
different types of achievements – and differs from
time to time – in the individual pupil performance

Problems:

Schools have been focused on academic talents

Identification has been linked to intelligence – that
measures very narrow aspects of ability

Talents – in eg. Sport, art, dance, drama ... are omitted

An Inclusive Approach (2)

A Danish definition: A person is talented, if

- He or she has specific potentialities within on or more competence areas or 'fields'
- Has the motivation and the will to strive for doing his/her best
- Maybe reach performance level as one of the best within a competence field, if the potentialities are stimulated and challenged

Ministry of Education 2011

Element 1

1: A whole school strategy, including an action plan, to support Able Gifted and Talented Pupils

DK: Awareness on talented students i Danish started in 2000 – first project 2001-2005

Experiences from 10 years document that only schools wth a whole school strategy have sustainable provision for talented pupilis

Element 2

Identification strategies and criteria

DK: A key issue to get started

Teachers can easily identify the good performers, the able pupils.

They face problems to differentiate between the able and the (potentially) very able or talented pupil

The checklist project

Element 3

A target for improvement of the school's provision and the performance of Able, Gifted and Talented pupils

DK: We don't have it – a few schools are on the way. They are planning their curricula, their lessons or projects Top->down

Element 4

The flexible use of a range of teaching and learning strategies and models of classroom organisation to meet the needs of Able, Gifted and Talented Pupils

DK: The Act on 'the Folkeskole' offers a wide range of possibilities for grouping within a class, for grouping across classes at the same grade level and across grade levels.

The reasons for doing so have to be pedagogical – and the grouping is always within a certain time frame

Element 5

Regular reviews to identify underachievement and support individual pupils

DK: No strategy

Element 6

A commitment to improve the skills of all staff in the school to meet the needs of Able, Gifted and Talented Pupils

DK: No – some schools have strategies for establishing support for teachers to meet the needs of talented learner, eg. train one or two teachers as talent-ressource persons or coordinators.

Team-teaching will be the strategy

Element 7

The school has programmes to support exceptionally Able, Gifted and Talented Pupils (top 2% nationally)

DK: No. That's does not match the Danish views on equity within education

But: A few municipalities are organising leisure time educational activities for 'very able pupils' and 'exceptionally able pupils'

Element 8

The school has a range of appropriate resources including ICT

DK: This is a strategy in progress

- ✓ Examples in the EMU resource base for teachers (MoE base)
- ✓ Publishers within the field – (pay for the service)
- ✓ The Teachers' union has a (electronic) resource base
- ✓ The GC association (Parents association) publishes materials
- ✓ Science Talent Centre develops and shares project examples for teachers attending the Talent resource teacher/coordinator training
- ✓ National centres eg. NTS, Talent Forum Denmark, ... and international centres eg. NASA – pupils themselves are skilled investigators at www.

Element 9

Parental involvements

DK: Hm... Parents have the obligation and the right to engage themselves in supporting good practice and development for their own child as well as the child's class and the school

Problem: Teachers have a tendency to defend themselves against parents– eg. by claiming that the parents are raising un-realistic expectations on their child – or to 'talk parents concern about the child's well-being down'

Element 10

A procedure for monitoring the action plan and the effectiveness of the school's policy for Able, Gifted and Talented Pupils

DK: The Danish school system is decentralized – monitoring school policy is decentralized to the Municipality Board- it's up to local politicians to decide about this issue
I know two municipalities with provision for talent development on the evaluation agenda



Missing elements

Networking among schools and municipalities

- A good strategy to secure already developed knowledge and strategies
- An important strategy to disseminate strategies among municipalities and schools in the decentralized system



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Conclusion

We have to adapt the questions to the actual Danish situation and ask schools and LEAs:

- What does the provision for talented pupils look like?
- What are the aspects that constitute quality provision for all pupils – including the talented?
- How well are we doing?
- What are our first, next etc. priorities?

Conclusion 2



My view:

In Denmark we have had to develop your own 'Danish' policy and strategies

We learned from 'neighbours' but realized that education and schooling are integrated in our culture

Consequence: We had to look inside and outside to find a platform for Danish development within this field

Nordic collaboration

2013: A Nordic conference about research in talent in Nordic schools and development of provision for talent development in primary and lower secondary schools

2014: A Nordic conference on talent development at LEA and school level – sharing experiences and discussions with a Nordic panel of talented young pupils

Nordic collaboration (2)

2015: WCGTC conference in Odense, Denmark

Including a seminar about Nordic experiences

Follow-up seminar in Sorø – participants an extended Nordic working group – and participants from NACE

2016: Nordic conference in VASA - Finland

Concluding remark

These young people want

- to be accepted and valued as the persons they are,
- want provision meeting their learning needs – not every lesson and every day – but regularly
- to meet peers likes themselves and enjoy friendship with somebody –as 'wierd' as themselves
- to be included in their local schools and classes and meet the diversity of peers within their age group