Self assessment Talented Learners (3)

The items in the table below are described in *Teaching for Excellence* (Wolfensberger, 2012). They summarize the teaching behaviors that honors teachers in America/The Netherlands think are important in their approach to their talented/gifted students. The strategies are grouped into three dimensions: community building, academic competence, and bounded freedom. In addition, a fourth, more overarching category deals with the extent to which you, as a teacher within talent education, are a motivated and reﬂective professional.

The list with items below is about the dimension ***bounded freedom***.

For each strategy, indicate:

the extent to which you master these strategies, on a scale from 1 to 5 (1 = not at all - 5 = very well);

the extent to which you consider these strategies important for your context and your role within talent education on a scale from 1 to 5 (1 = not at all - 5 = very well).

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| --- | --- | --- |
| Strategy | Mastery | Importance |
| I offer students space for their own choices in content |  |  |
| I offer students space for their own choices in approach |  |  |
| I give my students trust |  |  |
| I support my students in their self-regulation |  |  |
| I encourage my students to take ownership of their own development |  |  |
| I introduce students to new ideas |  |  |
| I use talent education as a testing ground for educational innovation |  |  |
| I encourage my students to experiment |  |  |
| I position myself towards my students as a guide: I give them freedom in their decision on how to use my feedback |  |  |
| I approach my students as (junior) colleagues |  |  |
| I challenge students |  |  |
| I set high standards for my students |  |  |
| I give students a lot of responsibility |  |  |
| I refer students to experts when I don't have the required expertise myself |  |  |