



talente 
HOCHBEGABTENFÖRDERUNG

Recognition of talents and gifted learners

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Knowledge as the key to ability/skills

- Hans built a boat.
- Lutz ate an apple.
- Thomas went over the roof.
- Jochen hid an egg.
- Dominik set the sail.
- Peter wrote a drama.

- Who ate an apple?
- Who hid an egg?
- Who went over the roof?
- Who set the sail?
- Who built a boat ?
- Wer wrote a drama?

Why is it (sometimes) hard to remember some things?

- Noah built a boat.
- Adam ate an apple.
- Father Christmas went over the roof.
- The Easter Bunny hid an egg.
- Christoph Columbus set the sail.
- William Shakespeare wrote a drama.

Targets of promoting gifted and talented learners

- Even if educational research shows that only a small proportion of existing giftedness is (or can be) recognized and promoted in the regular classroom, the promotion of giftedness and talented students is and remains an educational challenge, but also a duty, and is based on the principle of individualization.

Arguments for the promotion of gifted and talented learners

- Access to gifted and talented education must be possible for everyone
- Underachievement is as problematic as overachievement (Underachiever)
- The gifted are not always characterized by good performance or social acceptance. They also need pedagogical support.

- Talents must be trained, otherwise they might become weaker (use it or lose it)
- In a future - oriented promotion of giftedness and talent, intellectual, creative, social and communicative competencies must be given equal weight.

Models

- Renzulli
- Müncher Begabungsmodell (Heller)
- Mönks
- And many more.....

Misconcepts and prejudices

1. Talent= Intelligence
2. Marks/ grades - reliable diagnosis for talents
3. The (highly) gifted = willing and passionate learner
4. The maladjusted = automatically an Underachiever, non- achiever

How do I as a teacher recognize particularly gifted students ?

Exceptionally gifted children are as different as other children /youth!

They are often far ahead of their peers in various developmental areas and can be distinguished by the following characteristics (vgl. Lange/Mehl, Eyre 2004, Webb, Bett; Richter.....)

Their intellectual performance:

- They are able to learn faster than the average of their age group
- High level of detailed knowledge in their fields of interest
- They are characterized by a large range of vocabulary and differentiated expression .
- Good/excellent memory skills
- They quickly see through connections in various fields
- They observe well and accurately.
- They recognize cause- effect relationships and have a high level of abstraction skills.
- They are advanced in their ability to think logically
- They think critically and independently.

Their work attitude and interests

- They show unusual perseverance and great dedication in solving tasks in their areas and interests
- They get bored quickly with routine tasks
- They are not easily satisfied
- They are very self-critical
- They show interest in „adult topics.“
- They work independently

Their social behaviour

- * They are often pronounced individualists
- * They often question authority
- * They willingly take responsibility and show leadership qualities
- * They like to „dance out of line“
- * They show a strong awareness of right and wrong

- * They have/show a high level of empathy
- * They prefer equally empowered friends rather than peers.
- * They reject rules for the sake of the rules; the reasonableness/
comprehensibility of the rules must be comprehensible to them

Talented learner

Knows the answer

Is interested

is attentive

has good ideas

Works hard

Answers questions

Needs some repetitions

Especially gifted learner

asks questions

is curious

is actively involved

has unusual ideas

„plays around“ - still performs well

discusses details

needs hardly any repetitions

Talented learner

Understands the meaning

Fulfills tasks

adapts

often thinks linear

makes friends with peers

especially gifted learner

draws conclusions

invents new tasks

is critical

tries to think in a network

makes friends with equally able ones

Talent profiles: the Successful

- shows very good performance
- is often perfectionistic
- wants to be recognized by teachers
- learns the most for success
- is the first to be nominated for support programmes
- Problem: gives up creativity and autonomy for recognition

The Challenging

- Is honest and direct
- corrects teachers
- puts rules and authorities up for discussion
- fights the system
- shows changing attitude to work
- often has insufficient self - control
- loves competition

problem:

- is nevertheless bored
- sometimes frustrated not to be recognized in his/her talent

The „hidden“ talented learner

- often typical with girls` behaviour
- makes the experience: High ability is not well accepted with „peers“
- social acceptance ist more important for them
- avoids challenge

problem:

- Intellectual needs stay in the background to remain a member of the group

The Drop-out

- fights the system (in order to „survive“)
- is not successful in doing that
- works unsteadily
- performs average to below-average
- boredom and frustration - can lead and be expressed in anger
- anger is directed against parents, teachers and sometimes against themselves

problem: can sometimes not stand the pressure

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The Self- determined

- has self- confidence
- Is eager to learn and know
- Learns from aus mistakes
- Is committed
- ist efficient
- Is admired
- Can assess his/her successes well
- Is hard working

problem: sometimes seen as stubborn

The double exceptional

- combination of „being different“ (weakness, Asperger Syndrom...) and highly gifted
- Focus of support very often on the weaknesses

problem:

- hardly any nomination for gifted programmes