



Support for highly talented learners

Dr. W. Schedlinsky
F. Schön

A curricular fable (I)

The squirrel was the best at climbing, but the squirrel was a problem student. In the flying lessons all exercises began at the bottom. The squirrel, however, wanted to begin in the treetops high above. Because of its stubbornness, the squirrel got several entries in the class-register and was finally excluded from further instructions as being “disturbed”.

A curricular fable (II)

The teachers in Herrenhausen-Stöcken were very surprised one day, because they realized...

- **that a lot of squirrels live in Herrenhausen-Stöcken,**
- **that they attend their schools and want to learn there.**

A curricular fable (III)

When the teachers had a little time to observe the squirrels, they understood that the squirrels wanted to learn, but they wanted to do it in different ways than their schoolmates, and also differently from what their teachers had planned.

The teachers decided courageously to give the squirrels a chance to learn together with others at a completely normal school.

A curricular fable (IV)

**The teachers created a
cooperation group**

**for highly talented learners in the district of
Herrenhausen-Stöcken in Hannover**

It is called „Kooperationsverbund“.

In this way the teachers had learned from the squirrels:

Not all learners...

- learn equally fast,
- have the same learning capabilities,
- have the same interest in learning,
- want to learn in the same way.

Our cooperation group (I)

At present four primary schools and one high school are integrated into our cooperation-group in Herrenhausen-Stöcken. This cooperation covers:

- **regular meetings of the responsible teachers from all schools,**
- **events in “Workshops“ transcending individual school forms,**
- **consultation of parents and information for parents,**
- **cooperation with the “Kindertagesstätten” (day-nurseries).**

Our cooperation group (II)

The work in the cooperation group aims at

- **the fair tutoring of specially gifted students from primary to tertiary level,**
- **the imbedding of school tutoring in a documented “Lernbiographie” (learner’s biography),**
- **the organization of transitions between the schools involved,**
- **the strengthening of the pupils’ personalities and the acknowledgement of their individual achievements within the program of “highly gifted learners“.**

The „educational building“

We try to realize this by:

- **orienting towards the expressed interests of the learners,**
- **discovering and finding intellectual resources,**
- **creating stimulating, flexible and differentiating offers of learning and achievement, encouraging independence,**
- **giving the students public credit for their achievements,**
- **boosting the students' individual self-confidence,**
- **developing independent willingness to learn.**

Integration in everyday-school life

- Integration by methods of „Enrichment“ and „Pull Outs“. „Acceleration“ is rarely used.
- „He (or she) who is not curious, does not experience anything“
- Responsibility of the teachers that this curiosity of the children is kept alive.

Aspects of the „Enrichment“ (I)

In classes 5 to 6 realization by:

- the integration in regular classes,
- the project-oriented learning in small-groups parallel to regular lessons,

In classes 7 to 9 realization by:

- the independent choice of projects (half-yearly projects) and working in projects during school time,
- the participation in extracurricular workshops...

Aspects of the „Enrichment“ (II)

Examples of school-form-transcending workshops (classes 3 to 5):

- „Maths on Saturday“,
- „Dream journeys“ (writing stories),
- „Four elements“ (music-dance-theatre-art).

Presentation und documentation

1. Presentation of results:

- Introduction of results in the master classes (classes 5 and 6),
- „days of support for the talented“ (Begabentage).

2. Documentation of results:

- „researcher's diary“,
- Expert's report (Portfolio) with the yearly school reports,
- Additional remarks in school reports.

Participation of parents

The participation of parents is granted by:

- Individually tailored consulting advice (as required),
- Informational meetings (twice a year),
- Discussions during the “days of talent support“ and the “open days” of our school,
- “Parents’ talk“ (at present in the making).

„Searching for tracks“ (NDR)



„MamS – Maths on Saturday“



„Hanover – city of sounds“

Presentation of results within
the context of the
„Ideen-Expo“ in Hanover in 2011.



Workshop: „the Scriptorium“



Workshop „Checkpoints“ in Berlin



16. Mai 2014

19

**Thank you for your
attention!**

