

Foundation & Structure

SCHOOL TALENTA ZÜRICH



Since 1991, active public **discussion** in CH

1998 start of private Talenta: TV coverage!

Founders: Xaver Heer **F,T** & Jean-Jacques Bertschi **M.P.**

30 kids on 3 levels of **PRIMARY**, 6-12 years

5 teachers (av. 60%, Σ **300%**) 2 from top Uni's

3L: **GFE** on 4 levels; **Science**:2 projects/week

Supervision, parents' council, scientific **EVA**

New group: Talenta **Take-off** from 4 (3) years

Statistical Features

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At a time: **40 pupils**, 1/3 girls, from 3 to 13

Total 1998-2007: **125 kids**, 105 have left

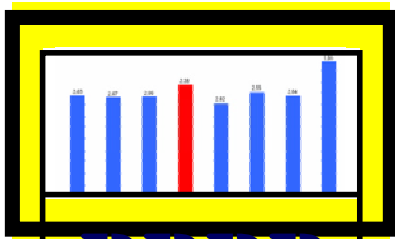
80% → highest Sec. I - level in CH (4 tracks)

High capacity of inclusion: **2/3** Talenta kids had serious troubles of all kinds at school...

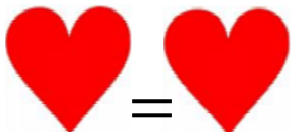
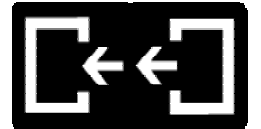
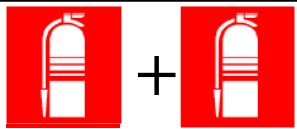
Exchange: well known trademark Talenta

Small but active association: **media** work

So far **not a penny** spent for ads / publicity



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Tricky Marks / Grades

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There is little evidence in the field of G&T:

If they are good...

Favorable family? Schoolhouse giftedness?

If they are bad...

Deliberate action? Wrong/stupid questions?

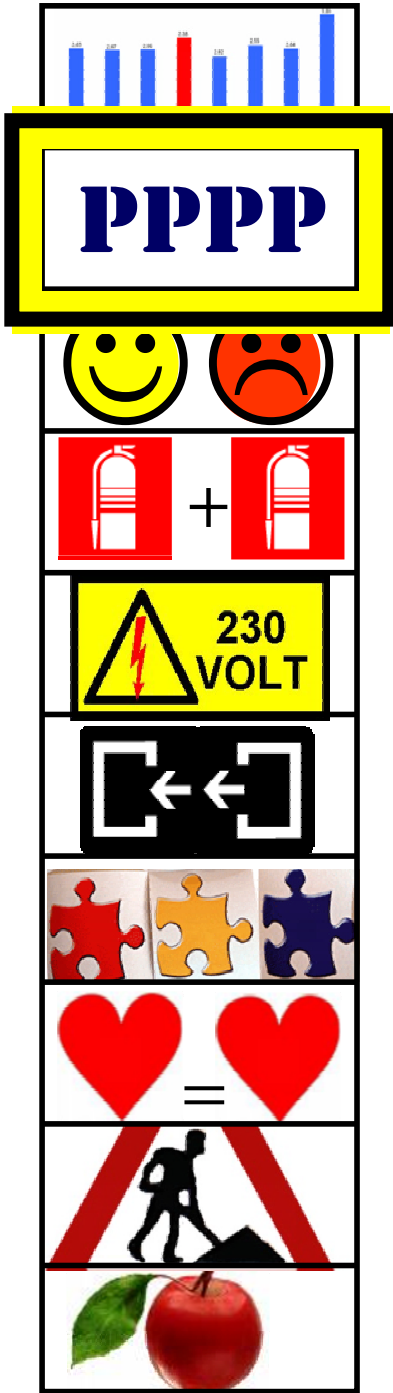
If they are o.k. (sufficient)...

Especially tricky: 2E (double exceptionality)

e.g.: IQ 145 & dyslexia: nothing happens!!!

Psychometrics & observation
(complex projects) are better!

1



4 P 4 a Real Child

S C H O O L T A L E N T A Z U R I C H

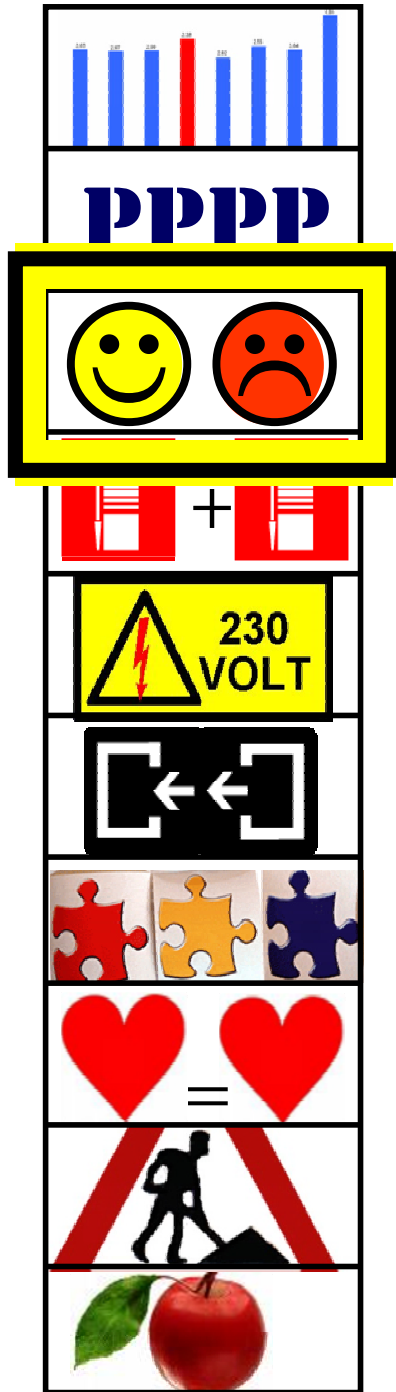


Giftedness is not an isolated, a „pure“ and independent feature. A child is a child... with its unique (difficult?) **Personality**, with conflicts with (imperfect) **Parents**, with complex interactions with (few) **Peers**, with special relations to the **Professors**.

The child has a fundamental right to be so. *[This quadrangle model is a simplification]*

Giftedness is not all, but one of many elements in a child's life!

2



The Hidden Misery

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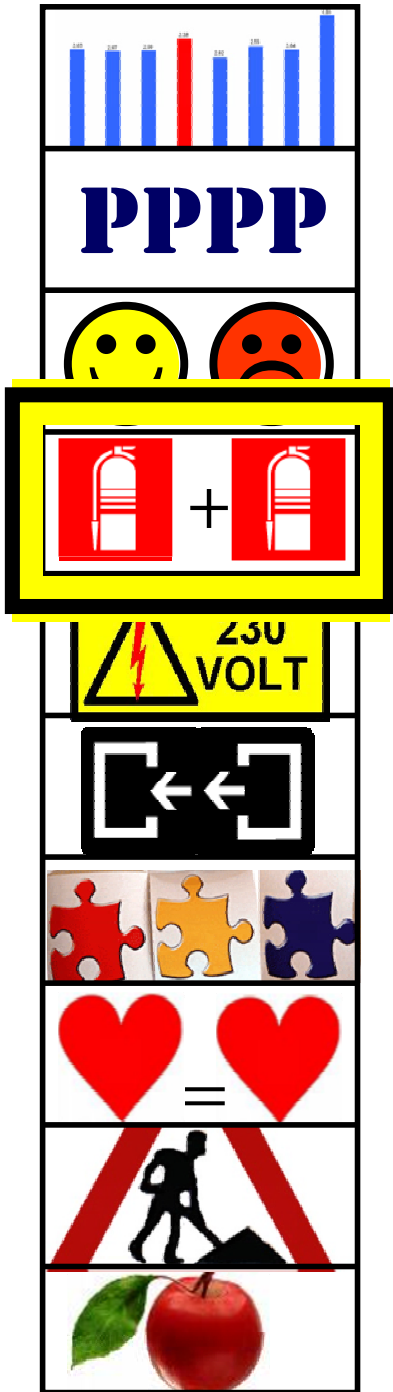
The consequence of the 4P is clear: Any **assessment** of a gifted child in trouble must **cover all fields** (→life balance).

A child may be a lamb at school and a devil at home (which makes things very tricky for school authorities). Or vice versa! Some times, only the peers know what is going on: Children have many & complex strategies.

Go to the roots! *Be patient!* *Dig very deep!*

If you do not understand the child's misery, you can't help!

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The Volcanos

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The „Volcano Principle“ applies to the gifted children as well as to their parents.

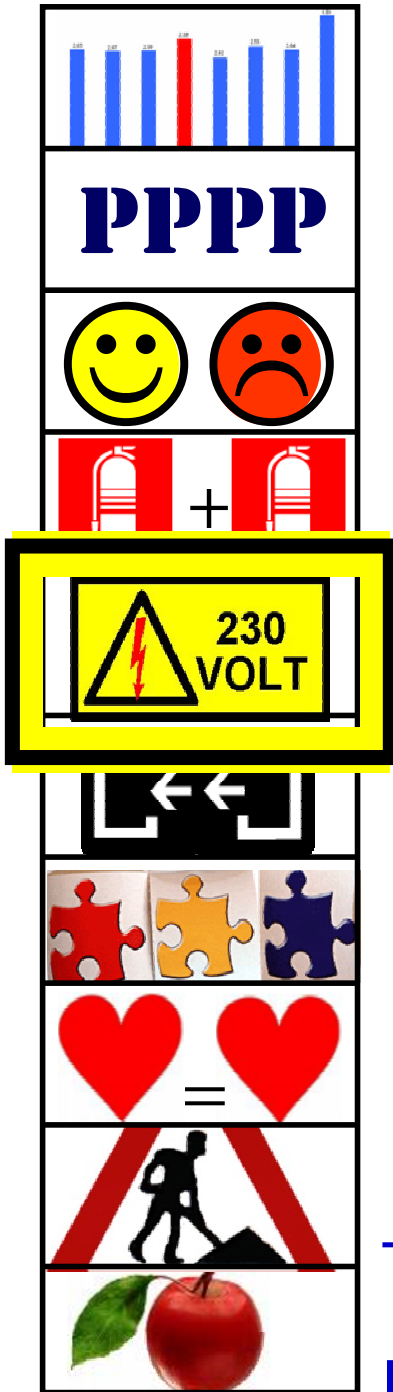
Frequent sparks or flames: social conflicts, literal understanding, repetitions, boredom, injustice. Conflicts **escalate** in much **higher** speed than they usually do in class. Rule:

→ **Extinguish the fires immediately!**

The same seems to be true for parents that can't cope with their **demanding** situation.

Cool down & don't blame G&T children & parents → Formula 1

4



The Power Plant

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Energy, coolness, eagerness to learn are (in the Talenta experience) more important than a formal diploma in gifted education.

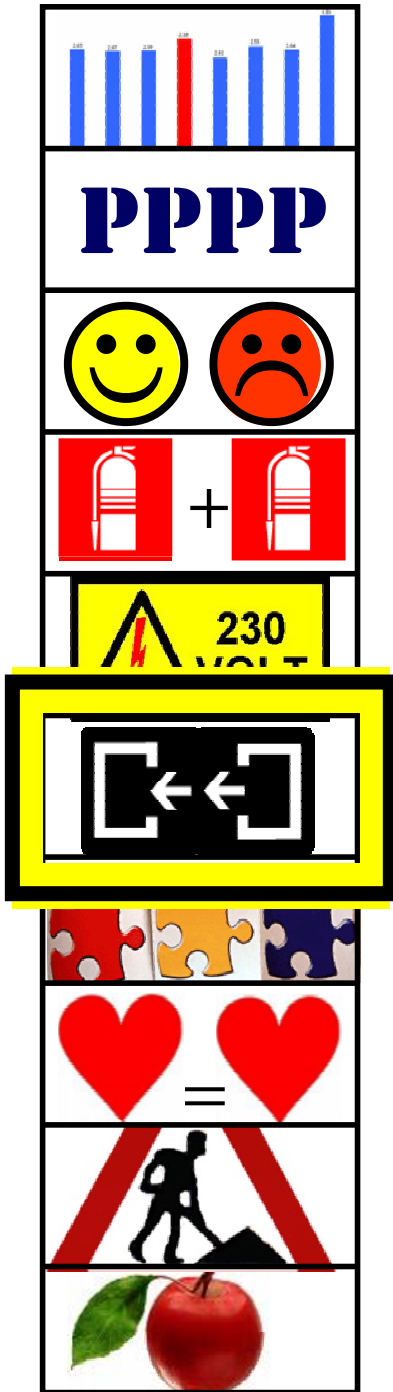
Criteria: 1. Energy, 2. Stability, 3. Leadership, 4. Feedback-Ori, 5. Broad Education.

Our (short) idea of an ideal teacher for G&T:

„Firm in education - flexible in methods“

Teachers, above all, need unlimited energy & imperturbability

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Learning by Listening

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There's no feedback like kids' feedback!

Talenta took action and started. But how?

Talenta's **raw concepts** had to be verified and validated „on-the-job“, even “on-the-run“.

Accept direct feedback! Love queer answers!

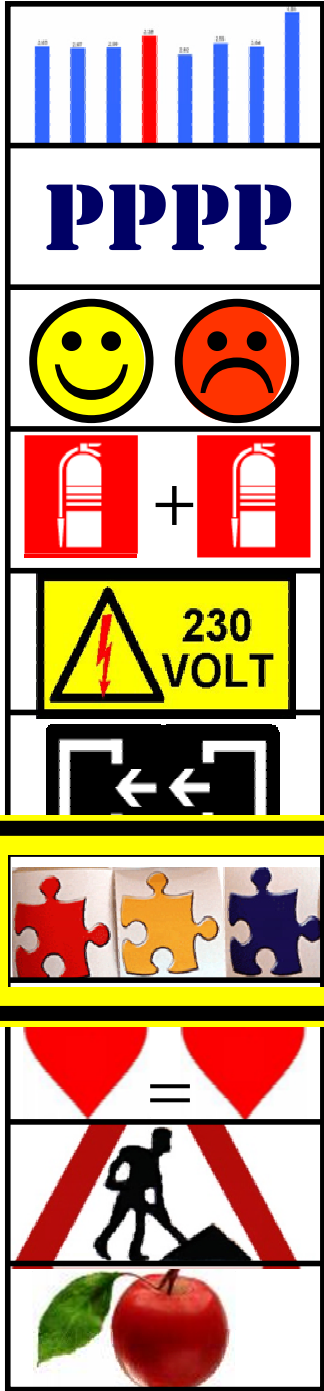
Don't fight, but work with the kids' emotions!

Be open: What are the effects of my teaching?

Talenta works regularly with SCAT, standard questionnaires and expert interviews (3rd).

Kids' feedbacks (oral, written, 3rd=EVA) deserve AAA-rating!





Puzzle of Methods

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The „4 P 4 real children“ give us an idea of the **broad array** of CVs and individuality.

A ‚one-and-only‘ teaching method: **illogical**.
Try out, find your way, but question the effects:

*The Quality of your lectures, human relations
teachers<>kids<>peers<> parents<>friends.*

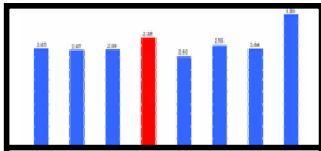
*Number, type, rhythm, tension, level of topics,
languages, social forms, projects, portfolios...*

Only pluralistic methods will
reflect the kids' individualities.

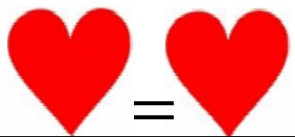
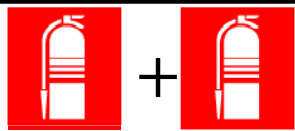


The Empathy Hurdle

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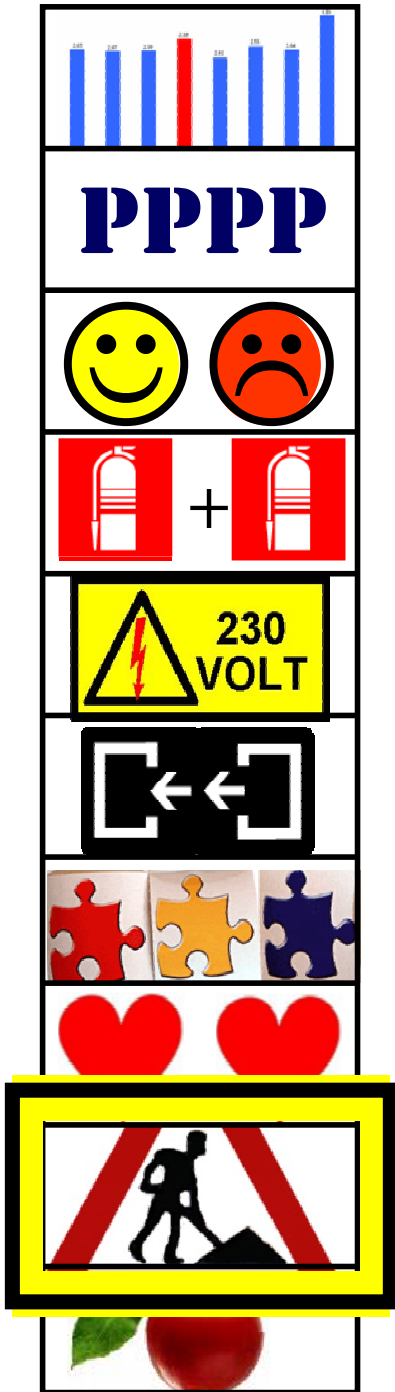
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Many G&T kids do not like 'social clinch'. Asperger autism? Isolation? Own concepts? But as G&T think faster, argue tougher & are outspoken, they need even **more empathy**. One Talenta strategy is **social variability**: groups of 2-3, 4-6, 8, 12; class meetings etc. Especially in projects, you can design a portfolio of abilities in groups of 2 to 3 kids that end up as a „**social trainingscamp**“.

There is no well-being for G&T kids without social competence

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Genius, but Hands-on!

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Even Talenta can't help dead lazy kids...
Sooner or later, you need basic skills and
good working habits. **Parents** should know!

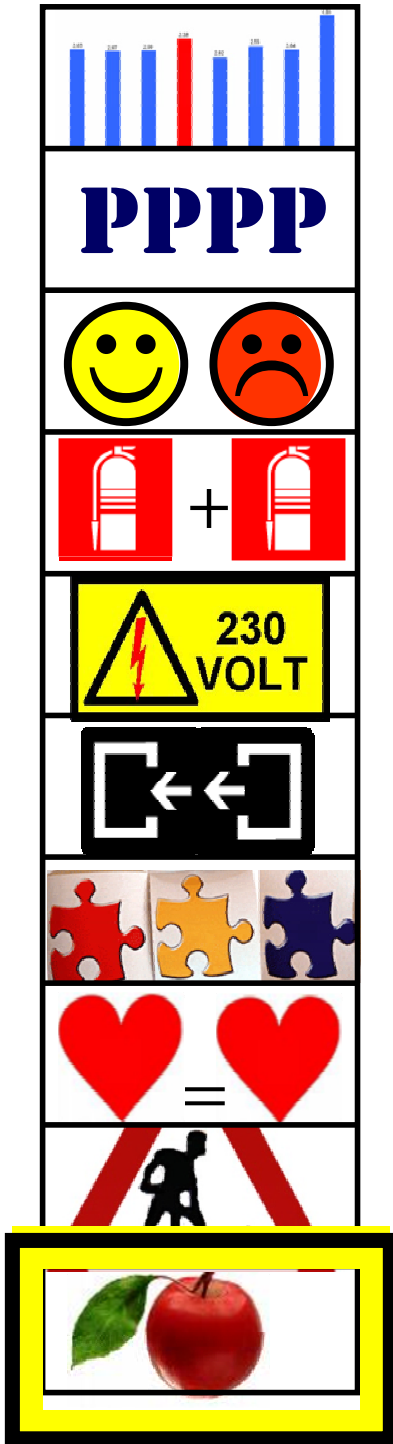
So neat writing, typing, dictations, drill in
basic op., vocabulary are a part of Talenta.

Essentials: accountability (homework), stami-
na, task commitment, learning&working skills.

! Many items can be **embedded** in projects!

Even for G&T kids, there is no
success without basic skills!

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An Apple a Day...?

S C H O O L T A L E N T A Z U R I C H



There is some progress: 2-4h pull out a week for G&T or differentiation in the classroom - but for many an apple a day is **not enough** and they are fed up with „separation“-talks.

There is **no academic evidence** for the superiority of mainstream-concepts for G&T. The „**happy bored**“ are a shame, not an argument. Only children can feel integrated, not education systems: Start anew & try out!

Don't stick to ideologies like inclusion: Care for the children!

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