

# Inclusion needs Grouping

SCHOOL TALENTA ZÜRICH



## The Paradox Power of Grouping: **Inclusion through Separation**

### **A Paradox only...**

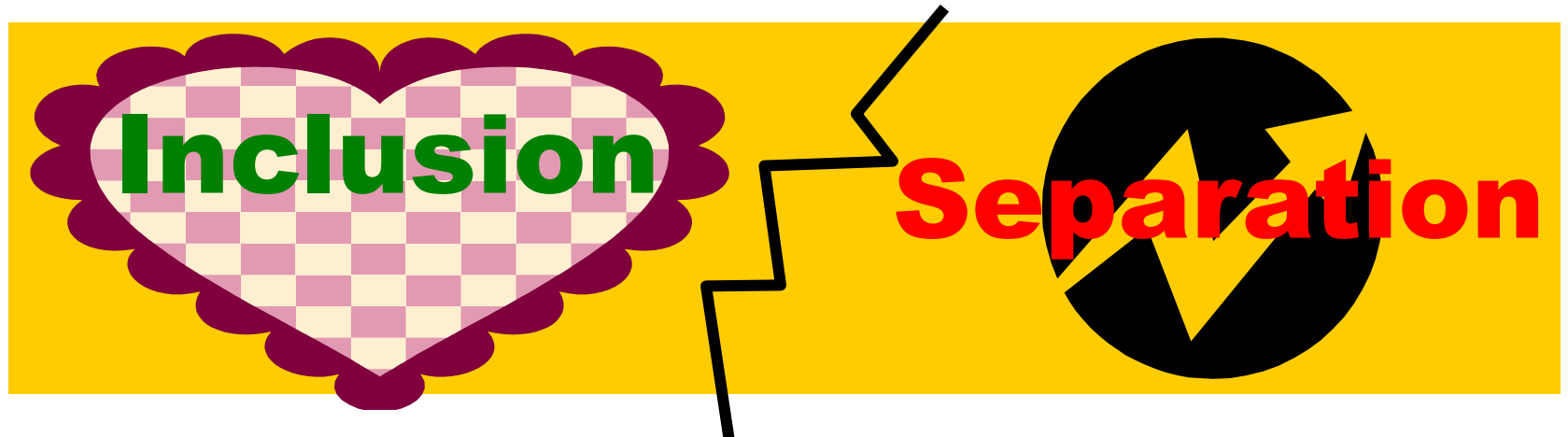
- due to our mainstream „groupthink“**
- due to the lack of research & facts**
- due to little pragmatic cooperation**

# Semantics versus Pedagogics?

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**Focus: Concepts, Plans, Visions, Dreams, Singular Cases**



**Focus: Real School, Classroom, Children, Parents, Staff**

**InclusionSeparation**

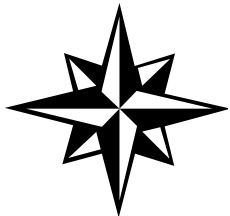
# Research in Favour of Grouping

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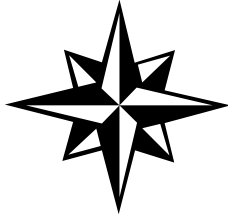


**Karen B. Rogers / Miraca U.M. Gross**

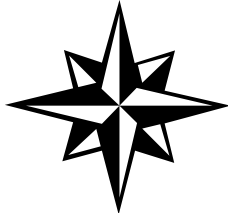
**Grouping (not tracking) is better for...**



**academic progress and results**



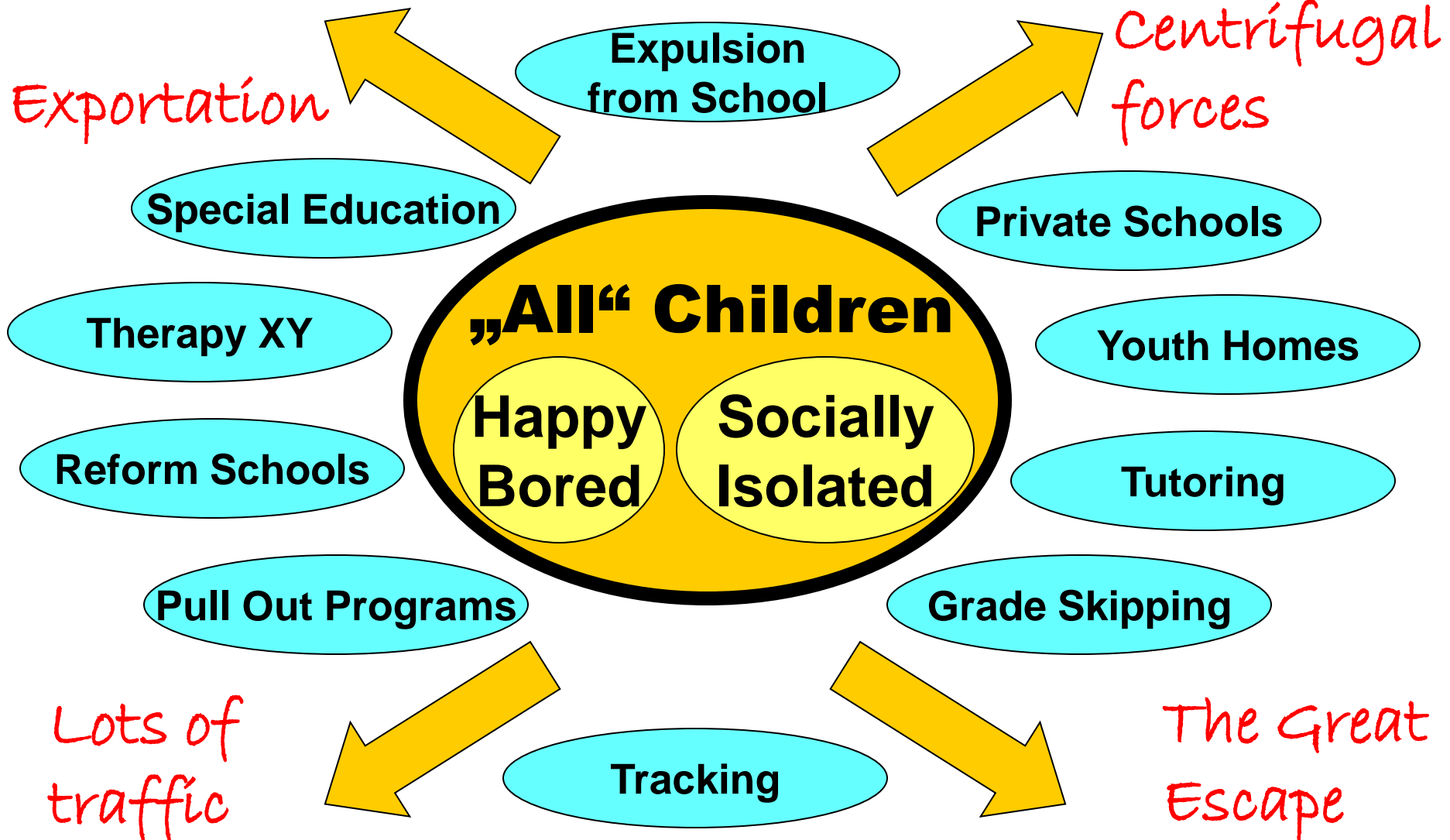
**self esteem & self adjustment**



**social interaction on equal terms**

# The Myths about Inclusion

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# Talenta: Common Denominator

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**Heterogeneous, but...**

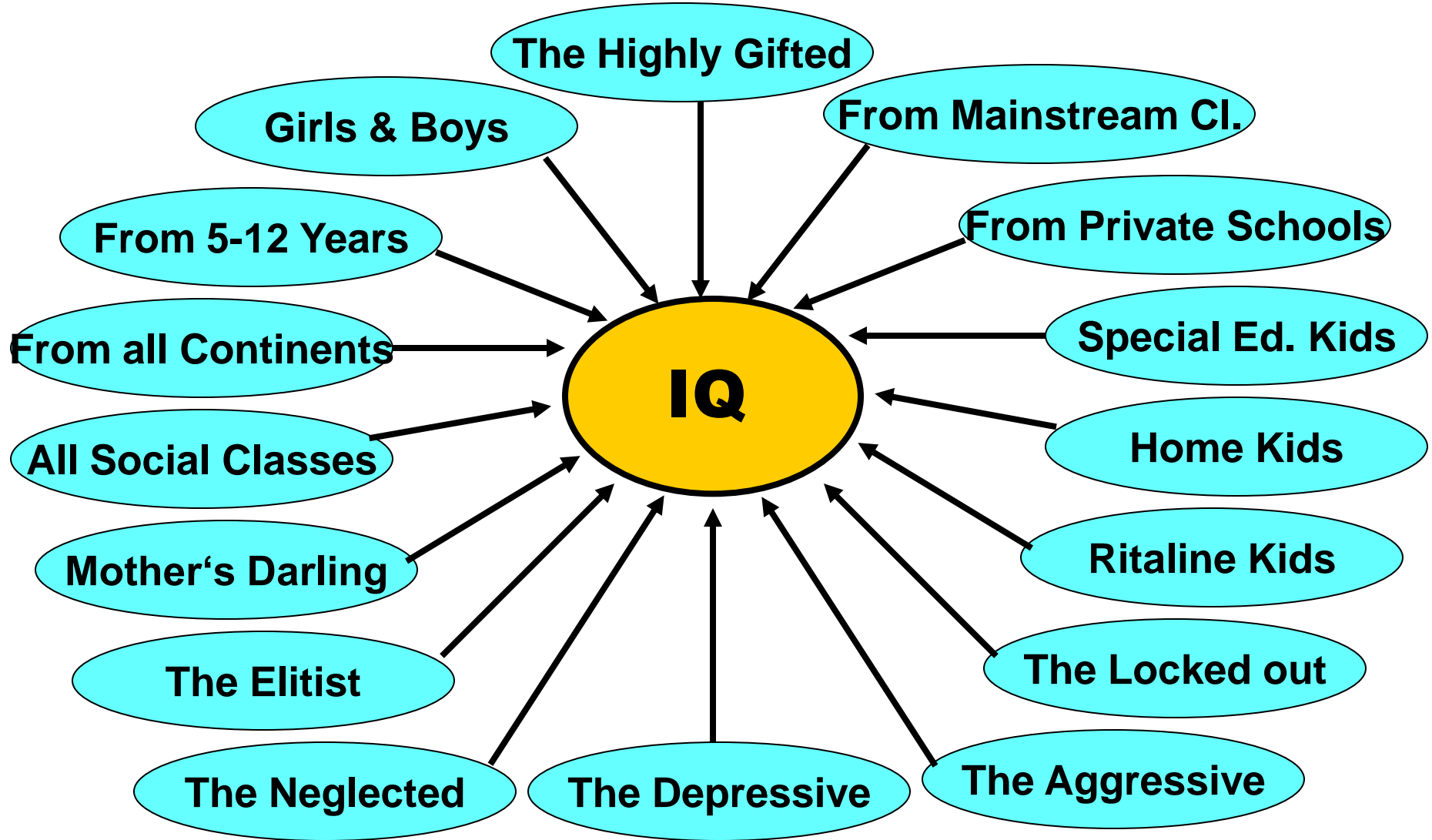
**IQ 120-140**



*„open, direct, curious, cheeky, tolerant („you too“), persistent, speaking their own language“*

# Inclusion through Separation

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# Talenta: 9 Elements of Inclusion

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



- 1. Synergies in „self adjusting“ team of teachers**
- 2. Parent inclusion: Talentaфон, council, reunion**
- 3. „Client focus & feedback“: inquiries, reunions**
- 4. JJB: „Go between“ school<>science<>media**
- 5. Many social and spatial forms of grouping**
- 6. Many levels AND tolerance of individual pace**
- 7. Holistic challenge (5 senses) in team portfolio**
- 8. Top equipment (IT, High Tech) / pragmatic use**
- 9. Non profit vision:teaching>admin.>volunteers**

# Where Talenta Does Not Work

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- When parents want to **dominate** the school „in favour of the individuality of their child“
- When pupils with **limited** potential suffer from the pace & power of their gifted peers
- When pupils stay **lazy** and with little motivation (long term, with parents' approval)
- When pupils lack **basic** elementary and social skills to follow the curriculum



# Discussion about Inclusion

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



- The role of **size** (30) for a learning organization?
- Is it efficient to „**upgrade**“ mainstream classes?
- How could a local school become more **flexible**?
- Where would „**islands** for the gifted“ make sense?
- How to find **dedicated** teachers for the gifted?
- Why so little academic **interest** for grouping?
- Egalitarian schools<>**elitist** univ. - a contradiction!
- Is grouping – in the long run – too **expensive**?