Critical Issues Impacting Education of High Ability Students:

Lessons from Europe.

Lianne Hoogeveen

Radboud University Nijmegen

Lessons from Europe?

1982

During the NAGC conference in New Orleans (1982) prof dr Franz Mönks (Radboud University Nijmegen) spoke to ‘some very competent people’ about the possibility to get more attention for gifted students in the Netherlands. His proposal: Organise a conference and a symposium.
Gifted Education in the Netherlands

- 1983: Hugo de Groot Foundation
- Parents
- 1988: foundation CBO
- Schools
- 1992: start of the first ECHA training
- National informationpoints (SLO; CPS)
- Government funds

The Center for the Study of Giftedness (CBO) 2014
Radboud University Nijmegen, The Netherlands
CBO 1988 - 2013

- International Expertise Center;
- Professionalization of the educational field:
  - Initial education
  - Post-academic education
- Diagnostics and counseling of gifted children and (young) adults;
- Scientific approach;
- Integration of Scientific Research, Education and Practice.

ECHA
EUROPEAN COUNCIL FOR HIGH ABILITY

Founding President: Joan Freeman, UK

First elected president: Franz Mönks, Netherlands

President: Peter Csermely, Hungary
Why ECHA?

• ECHA has been generated by an overwhelming demand for coordination from most European countries, both West and East. The major goal of ECHA is to act as a communications network to promote the exchange of information among people interested in high ability – educators, researchers, psychologists, parents and the highly able themselves. As the ECHA network grows, provision for highly able people improves and these improvements are beneficial to all members of society.

The ECHA conference

14th INTERNATIONAL ECHA CONFERENCE
17 - 20. Sept. 2014 Ljubljana, Slovenia

http://www.youtube.com/watch?v=WY9sOSonPoY
Toward a European Talent Support Network

http://www.talentcentrebudapest.eu/talentmap

What are Dutch teachers’ goals of education?

- Enthusiasm about her/his job/activities
- Satisfying social contacts
- Positive thoughts
- Enjoying life
- Self-confidence
- Settled down
- Happy
- Open face
- Freedom from worry
- University degree
- Love for his/her family
- Needs become strengths

- Passion
- Use all her/his talents
- Freedom
- Creative
- Responsibility
- Growth mindset
- Well cared for
- Energy
- Beam with joy
- Have plans for the future
- Committed
The Autonomous Student

- Has appropriate social skills
- Works independently
- Develops own goals
- Follows through
- Works without approval
- Follows strong areas of passion
- Is creative
- Stands up for convictions
- Takes risks

Betts & Neihart, 1988; 2010

The Successful Student

- High achiever
- Perfectionist
- Seeks teacher approval and structure
- Non-risk taking
- Does well academically
- Accepts & conforms
- Dependent

Betts & Neihart, 1988; 2010
The Creative Student

• Questions rules, policies
• Is honest, direct
• Has mood swings
• Demonstrates inconsistent work habits
• Has poor self control
• Is creative
• Prefers highly active & questioning approach
• Stands up for convictions
• Is competitive

Betts & Neihart, 1988; 2010

The Student who goes ‘Underground’

• Denies talent
• Drops out of G/T and advanced classes
• Resists challenges
• Wants to belong socially
• Changes friends

Betts & Neihart, 1988; 2010
Multi-Exceptional Student

- Demonstrates inconsistent work
- Seems average or below
- May be disruptive or acts out

Betts & Neihart, 1988; 2010

The Student at Risk

- Irregular attendance
- Doesn’t complete tasks
- Pursues outside interests
- “spaced out” in class
- Is self abusive
- Isolates self
- Is creative
- Criticizes self & others
- does inconsistent work
- Is disruptive, acts out
- Seems average or below
- Is defensive

Betts & Neihart, 1988; 2010
Gifted Education in the Netherlands

• “Our smartest students do not get always the chances they deserve. It is time to change this fundamentally”

Sander Dekker, Secretary of State, Dutch Ministry of Education
Gifted?

Different theories and models; differences in emphasis

Current opinion: a multidimensional, dynamic vision: The achievement of a student depend on **natural abilities**, **intrapersonal characteristics** and **environmental factors**.
Multifactor Model (Mönks, 1985)

Giftedness

Outstanding Abilities

Motivation

Creativity

family

school

peers

DMGT (Gagné, 2008)
A good educational program is not enough …

• teachers must assess students’ readiness, interests, and “learning profile” to understand their needs in relation to specific lessons or learning goals, and should use that knowledge in selecting approaches to best help each child learn (Tomlinson, 2005).

• The teachers is very important considering the motivation and achievements of students (van Veen & Van der Lans, 2011)

• The quality of teachers seems to be crucial for the achievements of students (Van der Steeg et al., 2011; van Elk et al., 2011; OECD, 2012)

We should teach who we are rather than merely teach what we know (Palmer, 1998)

A good teacher …

• … challenges students to think, gives positive feedback and feed forward (Hattie, 2007)

• … has the ‘six habits of highly inspiring honours teachers’ (Wolfensberger, 2008); authenticity; courage, challenge, willingness to invert in the relation; ‘to walk the talk’, ‘live the dream’.

• … is a roll model for her/his students (Shavinina, 2009)
It was nice meeting you. Thank you!

Lianne Hoogeveen
l.hoogeveen@its.ru.nl