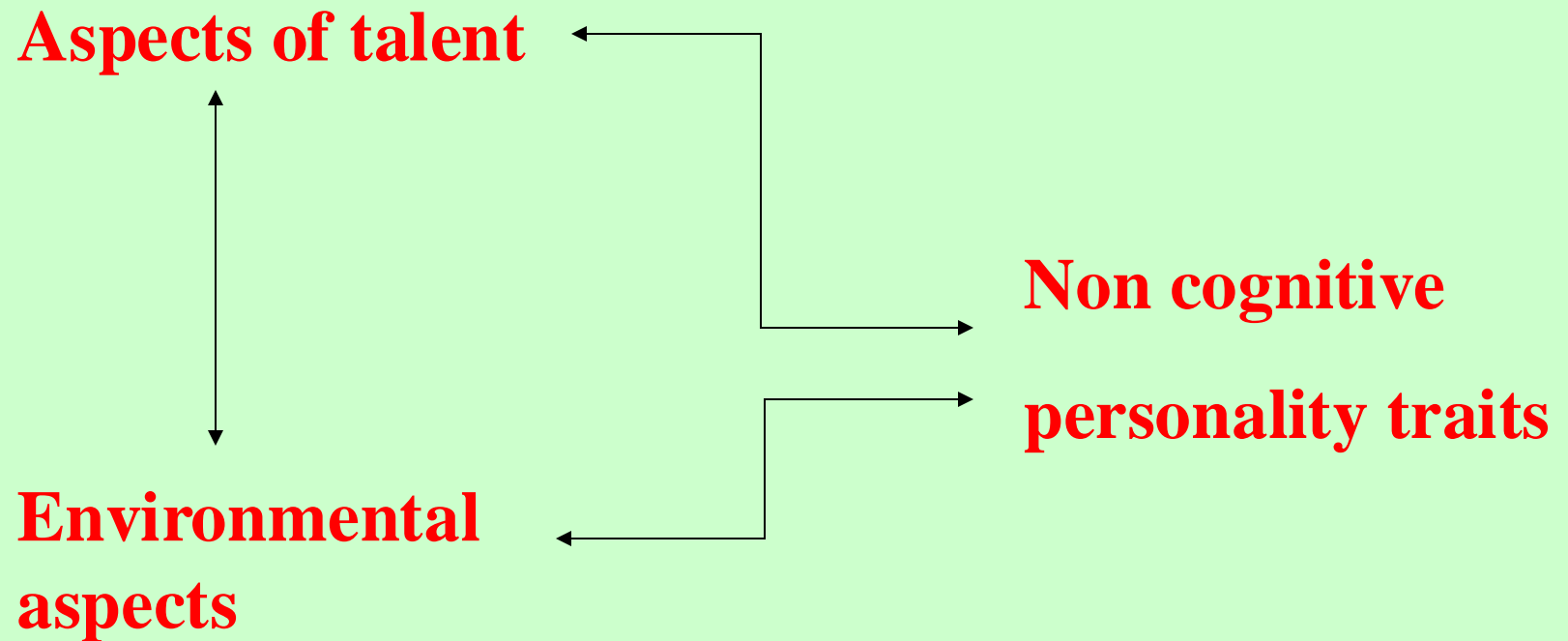


Coping with Genius

Margret Rössler
ICP Germany



Dependencies and interferences



Highly gifted.....

- Intellectual talents in its various expressions
- Artistic talents (dance, music, arts)
- Special physical talents (sports, dance, artistry)
- Social skills (ability to cooperate, willingness to accept responsibility, acting according to high moral standards etc.)

Enhancement of highly gifted children and needs of adolescents:

- Enabling teachers to recognize special gift
- and*
- developing appropriate enhancement programmes

Guidelines of the School Ministry of NRW

(North Rhine-Westphalia)



1. Enhancement of the highly gifted is primarily a pedagogical topic
2. Enhancement of the highly gifted is considered socially important
3. School, business and other institutions have to cooperate

Guidelines of the School Ministry of NRW



4. Schools have to play an active role in identification and enhancement of the highly gifted:
 1. Individualized enhancement according to the personal conditions of the student
 2. Schools need organizational freedom to develop such programmes
 3. Integration of such programmes rather than segregation of the highly gifted

Guidelines of the School Ministry of NRW



5. Recent focus on preschool and primary school children
6. Professional training of teachers
7. Educational programmes for parents and parent counsellors

An example for a communal initiative: Düsseldorf



Aims:

- Granting access to extra learning opportunities for gifted and high achieving children
- Finding a supportive school for highly gifted children with behavioural problems
- Supporting teachers by installing a professional counselling system

An example for a communal initiative: Düsseldorf

- Making use of existing cultural and educational institutions and including them into a community network

An example for a communal initiative: Düsseldorf

Preparation and coordination:

**Competence Centre for the
Enhancement of Gifted Children
[CCB]**

An example for a communal initiative: Düsseldorf

Members of CCB:

Principals of different school forms

- Preschool
- Primary school
- Secondary modern school
- Grammar school
- Comprehensive school

Directors of institutions

- Music school
- Museums
- Theatres
- Sports Clubs

An example for a communal initiative: Düsseldorf

Agreements between members of CCB:

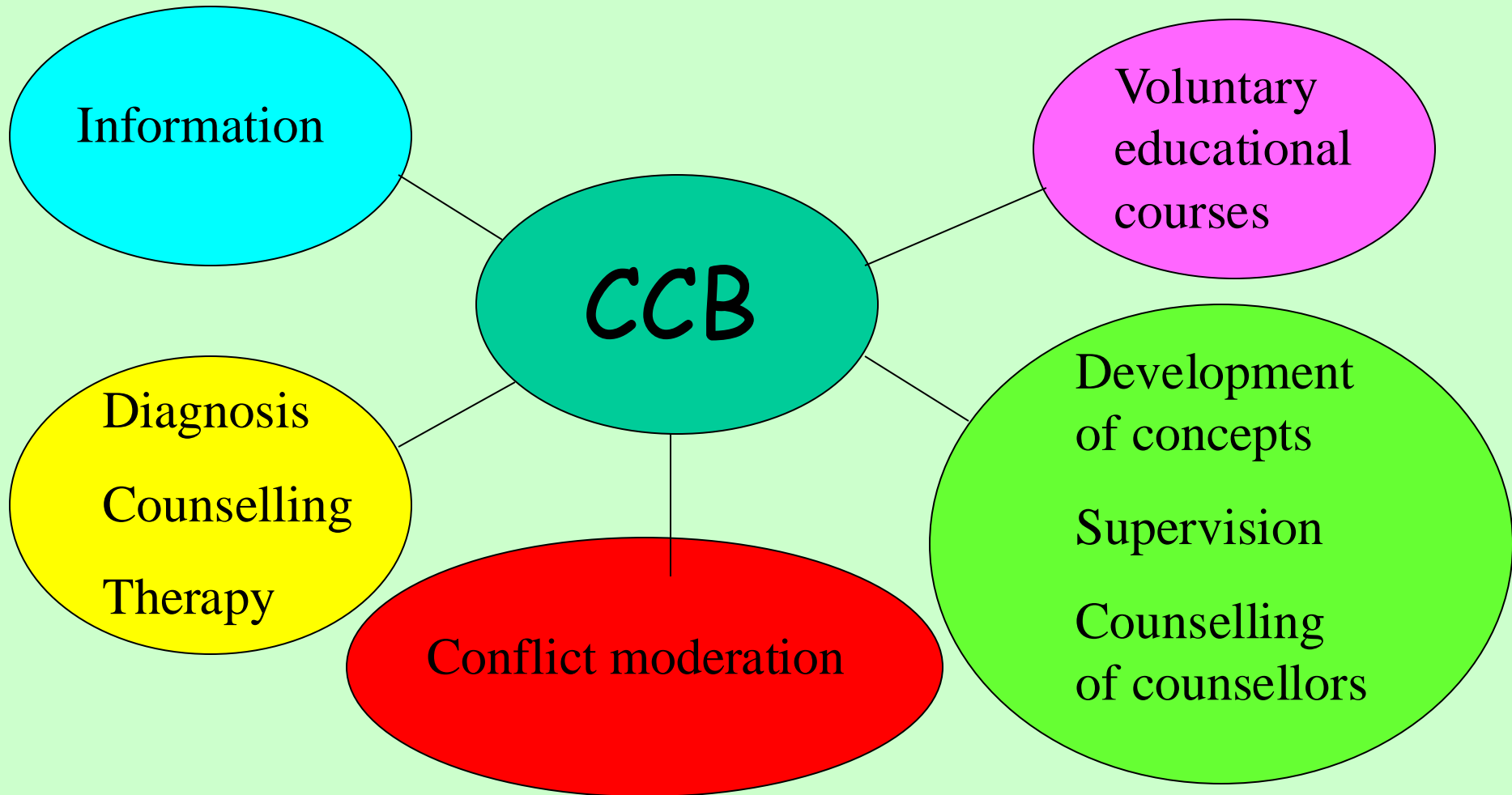
1. Individual enhancement of talents is a contribution to equality of chances
2. All varieties of talents are included
3. Diagnosis based on psychological and pedagogical knowledge needed to identify highly gifted, even among young or underachieving students

An example for a communal initiative: Düsseldorf

Agreements between members of CCB:

4. Special efforts necessary to
 - ensure qualified counselling
 - offer a wide range of learning opportunities
 - encourage institutions to find and try out administrative or structural solutions

An example for a communal initiative: Düsseldorf



An example for a communal initiative: Düsseldorf First results

Preschool

Primary school

Secondary school

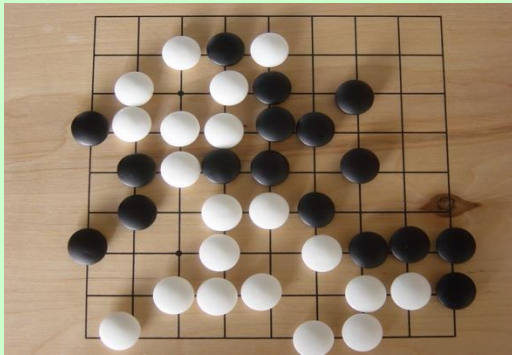
Learning fields outside of school

Teachers' qualification

Dieter-Forte-Gesamtschule Düsseldorf



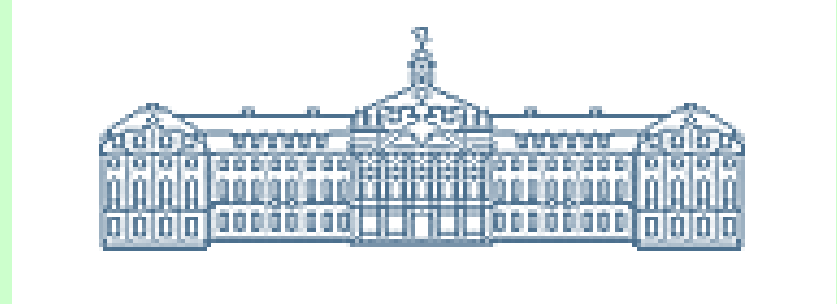
High tension – great pleasure: GO



Dieter-Forte-Gesamtschule Düsseldorf



Lecturing on a one year thesis on
personal research at university –
Alexander is 11 years old



Dieter-Forte-Gesamtschule Düsseldorf



Arts and technology 1



Dieter-Forte- Gesamtschule Düsseldorf



Arts and technology 2



Dieter-Forte- Gesamtschule Düsseldorf



Arts and technology 3



Dieter-Forte- Gesamtschule Düsseldorf



Arts and technology 4

