Definition of talent and pedagogical praxis

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Talentdefinition and development

The aims of the project were:

-To identify a research based definition which is operational in schools for both teachers, talent mentors, and the gifted students.

-To develop a method to turn gifted students into talented

Talentdefinition and development

How we reached our definition of talent:

- We made interviews nationwide with teachers and representatives from companies to have their view points from praxis on what characterize a talented student or employee:

- 16 schools participated
- 16 companies
- Aprox 600 students screened as potential talent
- 150 teachers educated "as skilled teacher"

- The results of the interviews were compared with international research on talent.

The following features characterize a gifted person

- **1. Will**
- **2. Engagement**
- **3. Curiosity**
- **4. Social competence**
- **5. Innovation**
- **6. Overview**

The first three features are personal characteristics whereas the last three describe behavior

- **1. Will**
- **2. Engagement**
- **3. Curiosity**
- **4. Social competent**
- **5. Innovative**
- **6. Overview**

The six characteristics was used for the development of screening tool

"Measuring talent is a straightfoward enterprise: it simply correspondends to outstanding performance in the use of specific skills of any occupational field" (Gagné, 2004). This lead to:

- A psychologist used the six characteristics as a starting point to develop a screening app.

- The app was used at all the participating schools in the project to test all students.

- The results were compared with research on how gifted children turn into talents.

According to Gagné 10 % of the students showed potentional talent, he develop a model accordingly to answer the following research question:

What factor(s) make(s) a difference, on average, between those who emerge among the talented and those who remain average?
(Gagné, 2004)

Gagnés Diffenrentiaded Model of Giftedness and Talent (DMGT)
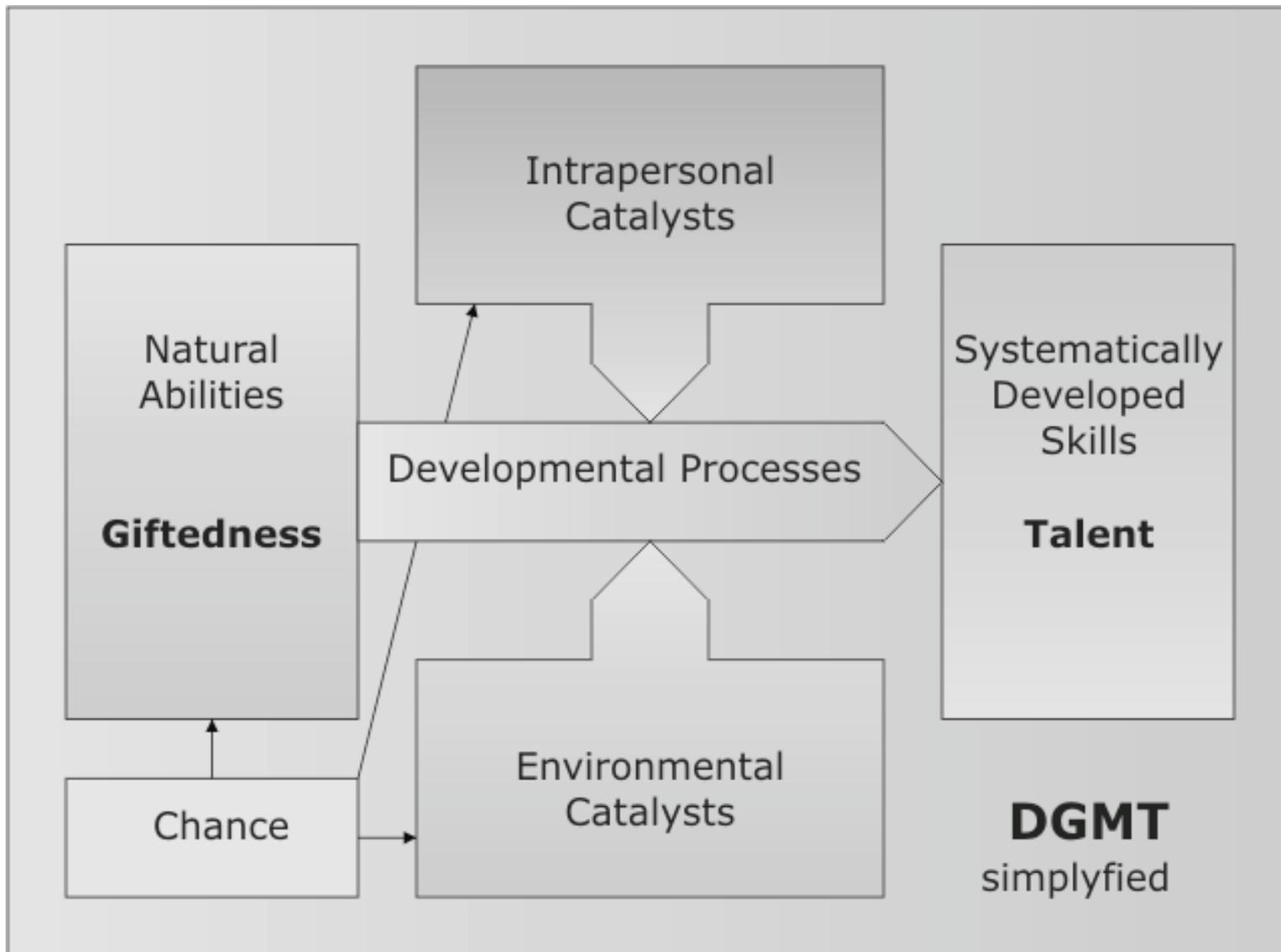
Talentdefinition and development

Francois Gagné, **Two key concepts:**

1."GIFTEDNESS designates the possession and use of untrained and spontaneously expressed superior natural abilities (called aptitudes or gifts), in at least one ability domain, to a degree that places an individual at least among the

top 10% of his or her age peers".

2. "TALENT designates the superior mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places an individual within at least the upper 10% of age peers who are or have been active in that field or fields".

(Gagné, Francoys, (2004): A Differentiated Model of Giftedness and Talent (DMGT),

http://nswagtc.org.au/images/stories/infocentre/gagne_a_differentiated_model_of_giftedness _and_talent.pdf)

Talent pedagogy – between culture and structure

"The amount of time invested by parents, educators, and other accomplished adults, as well as the efficient use of time invested in accelerated learning, are catalysts *that can contribute to high accomplishment".*
(Walberg, Williams & Zeiser, 2003, Gifted Education)

The focused use of time is the crucial point for development of talent!:

- T: Time, Lots of it, is decisive for the development of talent. It's a qualitative process of development

- T: Task, The task must be concrete and authentic, and "non-scholastic", referring to "real life", and not just more of the ordinary school work.

- S: Social context, talent is developed through counselling from the more experienced teacher or talent mentor. Talent can not be developed isolated without external feedback and measurement.

(Sosniak, 2003, Gifted Education)

Talent workshop

Divide into groups and discus the following:

1. **What is the difference between a gifted person and a talented person?**

2. **When identified how can you support the gifted students that they become talented?**

3. **Which kind of tasks would you ask the gifted students to solve?**

References:

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