Speakers

Michael Chapman

Michael is the Headmaster of St. Gilgen International School. He is entering his twenty-first year of school leadership, having been designated as a ‘National Leader of Education’ in the UK in 2008. This is the highest accolade for school leaders and is reserved for the top 1% with a proven track record of outstanding learner achievement, success and innovation over an extended period. His specialist areas are in leadership of change, curriculum innovation, performance management and teacher pedagogical development. When not working in school he is a well-known endurance motorcyclist, having ridden in some of the most inhospitable places on the planet.

Compensatory Learning Support through Personalisation

Michael Chapman will explore the linkages between innovative curricular change, ‘stage not age’ personalisation of learning, teacher pedagogical development, vertical learner grouping and the challenges facing the teaching profession in the early 21st Century. He will critique many of the principles that underpin current school organisation and suggest innovative solutions. At the heart of his presentation will be releasing the potential of every member of the school learning community, regardless of ability and where their personal talents may lie.

Mary Hayden

Dr Mary Hayden is Director of the Centre for the study of Education in an International Context (CEIC) at the University of Bath, UK, and Editor of the Journal of Research in International Education. Her Masters-level and Doctoral-level teaching and research supervision focus particularly on international schools and international education, an area in which she has published widely. Dr Hayden is a Trustee of the Alliance for International Education, a member of the International Primary Curriculum (IPC) Advisory Board and academic advisor to the International Leadership Management Programme (ILMP).

Supporting Talent outside the Formal Curriculum

This session would take as its starting point the premise that talent can be manifested in different forms; aside from supporting talent in the academic domain, it is arguably becoming increasingly important in the 21st century for talents to be nurtured that relate to the other crucial dimensions – including people living together harmoniously. It will consider issues relating to encouraging the development of talents in this domain, and for illustration will draw on recent research at the United World College in Mostar which was established with the intention of encouraging integration between students from the three ethnic communities in Bosnia & Herzegovina, whose education in Mostar has been segregated since the war of the 1990s.

Selected International Education Publications


Walther Hetzer

A University of Vienna graduate and Founding Director of the St. Gilgen International School, Walther has been highly involved in the design of 21stC schools and learning spaces. Walther has taught IB History, Philosophy and TOK and served as Director of Studies, High School Head, and Director in leading international schools such as UNIS New York, the UWC of the Adriatic, Vienna International School, International School of Brussels and

Walther’s Presentation

This is a brief stimulus session to explore the relationship between agile “Learning Spaces” and the fostering of individual talents. Examples and tools will be introduced to participants to evaluate their own school facilities or facility development plans in view of 21st C design trends for creating safe, complex and stimulus rich learning spaces. Different learning modalities, the need for agile and dynamic use of space, trends to create multi-faceted small learning communities within schools as well as the increasing integration of schools into real and virtual wider networks will be discussed.

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Wolfgang Huber

Specialist in Gifted Education (2001), secondary-school teacher of biology, physics, chemistry and for religion at the Theresianum in Vienna (since 1987), lecturer at the Kirchliche Pädagogische Hochschule Wien/Krems (Gifted Education and talent research; biology, since 2007), course supervisor of the ECHA Diploma training programme in Vienna (2007–2010), chief of the competence centre in promoting gifted children and talent research at the KPH (since 2007), head of the Institut Tibi (September 2007–August 2010), member of the association of ECHA International and ECHA Austria, organizing committee member of the 11th ECHA conference 2010 in Vienna, speaker at the congresses in Salzburg 2004 and 2008, adviser for teachers, headmasters, parents and gifted/talented children.

Actual research project
KPH Wien „Signale von Begabungspotentialen” (joint research project of the research project named „Vom Konstrukt zum Potential. Perpektivenwechsel in der Begabungsforschung” with the PPH Burgenland, Hochschule für Agrar- und Umweltpädagogik, Bundesinstitut für Sozialpädagogik and the universities of Sopron and Brünn)

ECHA Diploma Course – Austrian and International Organisation

The major goal of the international organisation ECHA (European Council for High Ability) 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 abilited themselves. As the ECHA network grows, provision for highly abilited people improves and these improvements are beneficial to all members of society. ECHA aims to advance the study and development of potential excellence in young people. During the first presidency of Prof. Franz Mönks (1992–1996) a teacher training programme was developed and implemented in collaboration with Dr. Willy Peters at the Radbound University Nijmegen. Teachers, who fulfil the requirements of this post graduate training, receive the ECHA Diploma. This diploma awards participants the professional qualification “Specialist in Gifted Education”. The speech will give an overview of the aims, contents, the methods of assessment and the prerequisites of the ECHA Diploma Training and directs the attention on the training program at the KPH Vienna (curriculum and some examples of gifted projects for schools) and other comparable programmes in Austria, Switzerland and Germany (eVOCATION, iPEGÉ). Since 1996, about 800 teachers in Austria have successfully completed the ECHA training programme and hundreds of pedagogues took part in academic training programmes. Based on this fact it is absolutely necessary to think about their role in our school management, school development, instructional development, and their participation in basic research.

Literature

Weyringer, Sieglinde; Oswald, Friedrich; Seyr, Bernhard (Hg.) (2009): ECHA Österreich. Ein Markenzeichen für Begabungsförderung und Schulentwicklung. Begabungskultur Band 7. Wien: Lit Verlag
Klement, Karl; Oswald, Friedrich (Hg.) (2005): Begabungen entdecken – Begabte fördern. Begabungskultur Bd. 1. Wien: Lit Verlag

Related Links

http://www.kphvie.ac.at/kompetenzzentren/begabtenfoerderung.html
http://www.echa.info
http://www.echa-oesterreich.at
http://www.institut-tibi.at
http://www.theresianum.ac.at

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Christina Schenz

2001–2003 Lehrassistentin (Research Fellow and Teaching Assistant), Institute of Education, University of Vienna, Division of Integrative Pedagogy
2004–present Lecturer, Institute of Education, University of Vienna, Division of Teacher Training and Professional Development
2007-2010 Assistant Professor of Gifted Studies, Institute of Education, University of Education Karlsruhe
2010–present Professor of Elementary School Education, University of Passau, Chair of Department of Elementary School Education, University of Passau

Areas of research and teaching
Gifted and talented education, Professional development, Inclusive school development, Educational research

Does a tree grow better when fertilized? Between Promotion and Education: Thoughts on Gifted and Talent Education

“Gifted education is a priority in current approaches to school development. Schools wish to offer relevant opportunities for all talents and abilities.” (Resolution of May 7th, 2009, passed on by the Conference of the Secretaries of Education and Cultural Affairs of the German Länder (states) in the Federal Republic of Germany)

This change in attitude and policy can be embraced if these efforts are understood in the context of equal opportunity education – that is to say, gifted students should be entitled to an ability-appropriate education, just as average and underachieving performers are. For this concept to serve as legitimization for further action, however, would require a more sophisticated approach to the subject than has previously been employed. This presentation points out some blind spots in the scientific discourse on gifted children, and further addresses the question of why – beside current practices in gifted education – independent thinking, self-determination, self-reliance, self-responsibility, and other such educational qualities must also be taken into account in order to meet the pedagogical standards of GATE (gifted and talent education).

In this process, the accompanying teachers are entrusted with great responsibility. They open many paths to the student but do not make the student’s choices for him/her. This calls for pedagogical attitudes and values, specific skills, and schools providing a suitable framework that allows for the (co)creation of individual learning environments. Finally, case studies will be used to illustrate specific ways in which these standards may be implemented in schools.

Selected publications on gifted and talented education
Forthcoming articles

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Michael Sörös

Dr. Michael Sörös is Inspector for grammar schools for the Inspectorate for Vienna and president of the association VÖLSI (Ass. of Austrian School Inspectors). It is in these capacities that he has been invited to our conference. Michael’s field of responsibility within the Inspectorate for Vienna comprises the areas of Educational Standards and Expected Competences. Both the Inspectorate of Vienna and the subdivision for grammar schools regard the development of increasing competence as the key instrument of individualisation in education.

Michael’s key points
• the efforts of the inspectorate to implement standards and competence oriented education (also in connection with the revised final examinations) in cooperation with the Pedagogical University Colleges, the institute Bifie and schools
• the Inspectorate for Vienna’s focus an individualisation and differentiation

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Eleonore Steigberger

Eleonore Steigberger studied English and Russian at the University of Vienna. She worked in adult education and in the Department of Education of the Austrian Chamber of Labour. She has been teaching at Sir Karl Popper-Schule, a special school for (highly) gifted children, for more than ten years: www.popperschule.at

Eleonore’s presentation

Professor Detlev Rost once said that the creation of special schools for the gifted and talented was proof of the inadequacies of a school system. What a school like Sir Karl Popper Schule can offer after more than ten years of working with (highly-) gifted children/young adults are insights that could not have been gained in another setting. Giftedness has been defined as the potential of the individual. Our school has been employing traditional approaches in gifted education such as curriculum compacting, grouping, acceleration and enrichment, but we understand that the uniqueness and individuality of the child and the dynamic and highly complex nature of learning processes need to be addressed by a school

• that focuses on the person and shows respect for autonomy
• that personalizes learning
• that seeks to provide and sustain involvement and enjoyment and to democratize learning by co-operatively designing and shaping courses (e.g. in the form of contracting) and school life by encouraging and institutionalizing continuous mutual feedback.
• where children learn to reflect and develop self-theories and self-concepts as independent learners and thinkers

This entails fresh and critical approaches to the buzz words of modern pedagogy, differentiation and individualization. Teachers make new connections, reassess the contributions of alternative pedagogies and consider different and unconventional ways of measuring academic achievement. They adopt new roles not only as coaches but also as reflective practitioners who co-operate to foster professional growth and play an active role in the development of the school program which is constant work in progress.

References

www.ewib.at
www.diffcentral.com
www.londongt.org
www.uconngifted.edu

Jeff Thompson

Professor Jeff Thompson teaches, supervises and researches through the Centre for the study of Education in an International Context (CEIC) of the University of Bath UK, in areas relating specifically to international schools and international education. He has worked closely for many years with curriculum, evaluation and assessment/examinations systems both nationally and internationally – including the International Baccalaureate Organization (for which he was, at different times, Chair of the Examining Board and Academic Director) and, more recently, the International Primary Curriculum (IPC), for which he is Chair of the Advisory Board. Professor Thompson has published widely in the field of international education, was Founding Chairman of the Alliance for International Education, and was Founding Editor of the Journal of Research in International Education.

Supporting Talent: Implications for Curriculum Design

By their nature, talent and giftedness are most often characteristics associated with individual students and only occasionally are they linked to groups of students whose combined efforts may produce quality and performance which may be truly exceptional (for example in musical and physical sport activities). They are also traits associated with specific abilities but only occasionally with a talented “all rounder”. Accepting that the curriculum in a school is only one feature of the formal learning environment that is created by the school,
and that the design of the curriculum is only the first stage in the design/delivery/student learning sequence, how can curricular design assist in supporting outstanding talent within the student body? A range of rationales and frameworks which have been proposed as bases for curriculum design will be identified and the extent to which they meet the challenge of providing for our talented students will be explored.

Selected International Education Publications

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Albert Ziegler
Albert Ziegler, PhD, is the present Secretary General of the International Research Association for Talent Development and Excellence (IRATDE). He is a Full Professor for Psychology at the University of Ulm, Germany, where he is the head of Educational Psychology at the Institute of Psychology and Education. He has published approx. 300 books, chapters and articles in the fields of talent development, excellence, educational psychology and cognitive psychology. He is also Founding Director of the "State-wide Counseling and Research Centre for the Gifted". His main interests in the field of talent development and excellence are the development of exceptional performances, the Actiotope Model of Giftedness, self-regulated learning and motivational training programs.

Learner profiles
Our own approach to learner profiles is based on the 7-step-cycle of self-regulated learning introduced by Ziegler and Stoeger (2005). It is conceptually based on social-cognitive theory (Bandura, Zimmerman), in which self-regulation is understood as an interaction among personal, behavioral, and environmental triadic processes. The 7 steps are self-evaluation, goal-setting, strategic planning, strategy implementation, monitoring, strategy adaptation, evaluation. In our research we found that students’ performances in these seven steps vary substantially. Some students are, indeed, self-regulated. However, a majority is usually more impulsive or externally regulated. A measuring instrument will be introduced.

Literature

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