



# Talent development in an egalitarian system. The case of Norway

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# Norway

- Norway is one of the countries that does not have a specific educational policy for giftedness, nor is this a topic in the teacher training program.
- Schools should be able to deliver education to all children according to their potential and learning needs as the Section 1-3 of the Norwegian Educational Act states that "Education shall be adapted to the abilities and aptitudes of the individual pupil", what is formally known as "adapted education".

## In Norway...

- «...a teaching culture where children are not challenged enough »(OECD Mortimer, 2004)
- «.....we do not get enough competence out of the population» (NOU 1988:28)
- In some political documents (NOU 2003:16; St.meld. nr.20 2003-2004; Kunnskapsløftet 2006) it is mentioned that these children have been neglected and that they need proper education according to their level.

# International surveys

- PISA results from 2012 show that Norway has less students reaching the highest levels (level 5 and 6) compared to other countries.
- Results from TIMSS Advanced show that Norwegian students are far below the international average when it comes to discussing strategies for problem solving and reasoning (Grønmo & Onstad 2009)
- TALIS survey from 2013 shows that Norwegian teachers wish for more competence in developing metacognition and self regulation in their students.

# Research in Norway

- Research in Norway on "adapted education" indicates that teachers are teaching to the average student (Cosmovici Idsøe et.al., 2009, Bachmann & Haug, 2006) or tend to focus on the students at the lower end of the spectrum (Solhaug & Fosse, 2008).
- In a recent study by Engelstad (2012), Norwegian teachers say they find it difficult to address the broad spectrum of needs within a mixed ability classroom.
- In the annual national "Pupil's Survey" we can also note quite a stable number of pupils who report that they "seldom" (18%) or "almost never" (4%) feel challenged in their classrooms (Wendelborg et.al., 2015).

# White paper



# White paper 2015/2016

- *To analyze the context and come with concrete proposals to enable more pupils to fulfil their potential and to improve provision for high performers in primary and secondary education.*
- *To assess and make recommendations on how varied and adapted tuition for gifted pupils can be provided within the ordinary classroom setting, but it will also consider special academic provision particularly aimed at a group or individual pupils.*

# White paper 2015/2016

- *The commission will take into account organizational, pedagogical, didactic, social, legal and economic factors.*
- *At least one of the recommendations put forward by the commission must be financially viable within existing levels of funding.*
- *The commission will give representatives from relevant organizations and professional communities the opportunity to put their views, concerns and suggestions to the commission.*



# Who are these children?

- Students with high learning potential (10-15% of school population)
- and students with extraordinary learning potential (IQ from 130 and more 2-5%)

# What we found from practice....

- 1. Schools do not adjust the learning to the needs of the students with high learning potential
- 2. Schools do not use the existing pedagogical and organizational possibilities
- 3. The whole educational system in Norway needs a common base of knowledge in order to support the needs of these children

# What we found from analyzing existing research (Børte et al. 2016)

- There is a big loss of human potential and negative consequences for Norwegian society by not supporting these children:
  - - drop out and underachievement
  - -social stigma
  - -bullying
  - -sorrow/depression
  - -misdiagnoses or late identification

# What we found from analyzing existing research (Børte et al. 2016)

- Need for more knowledge about this group of students and that they need adjusted learning according to their potential.
- Need for more research regarding teachers attitudes about these children and research on different teaching strategies suited for these students.
- Cooperation among the whole educational system and developing in and out of school possibilities to develop the potential.

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