

Kerstin Brausewetter

How to support gifted students to develop their talents in non-formal and informal settings

Agenda

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2. Zurich „Fit“-Concept
3. Lifelong Learning
4. ProfilPASSes
5. Different forms of gifted education
6. Long-term impact of out-of-school experiences
7. Becoming a Nobel Laureate?!

European Talent Point
Brausewetter Institute for talent development
in teaching and learning
www.leben-mit-hochbegabung.de



Kerstin Brausewetter

About me

Brausewetter Institute for talent development in teaching and learning

- First (equivalent to Master of Education) and Second State Examination for Secondary School Teachers (Professional Teaching Certificate)
- Degree in biology and chemistry; Supplementary Examination in French
- Montessori Diploma
- ProfilPASS consultant and multiplier

coaching and counseling of gifted students:

- ✓ in the process of finding individually suitable career options
- ✓ individual talent development
- + author
- + keynote speaker
- + consultant GRETA project: Recognition of teaching abilities in adult education
- + manager of the web portal for modern education at "We learn online"



Zurich “FIT”-Concept

Goal: Well-being and good self-esteem

Three components (Largo, 2002)

- **Security:** The person´s physical and psychic needs are met.
- **Attachment and Social Acceptance:** The individual is accepted and gets the attention he or she needs.
- **Development and Learning:** The social and material environment provides measures to develop and learn in an individually appropriate way.

Illustration adapted from Largo (2002, 248)



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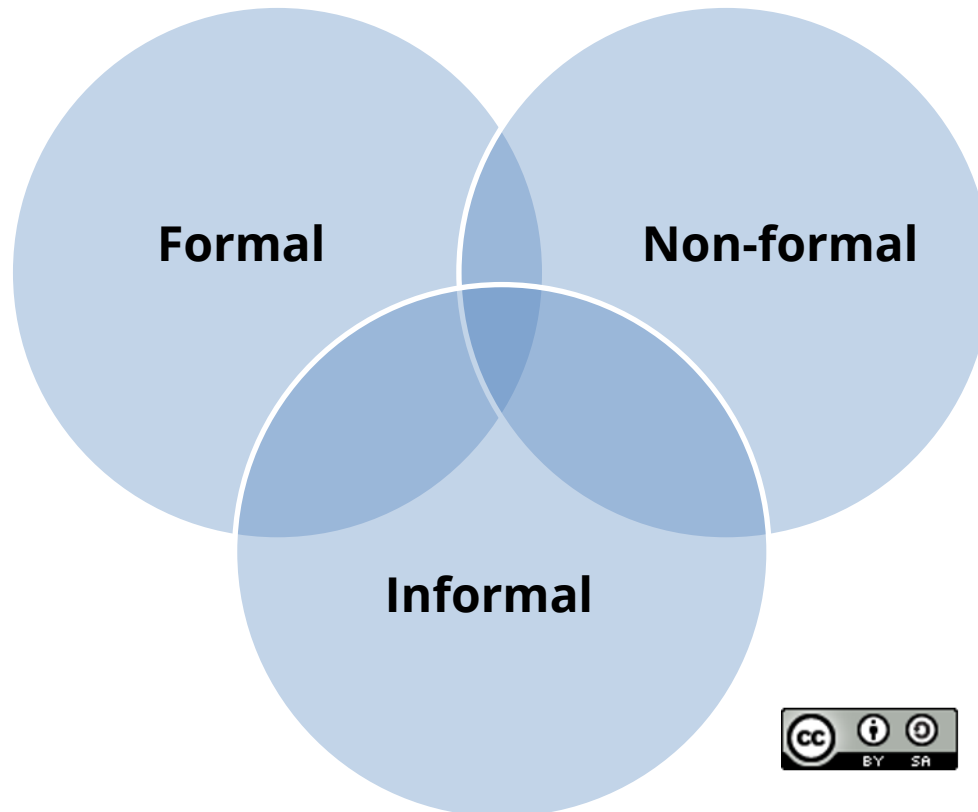
Lifelong learning

How to achieve this goal?

Formal learning: organized and structured, within the initial education and training system

Non-formal learning: organized and structured, outside of the initial education and training system

Informal learning: never organized, unintentional, can happen anywhere (OECD, n.d.)



ProfilPASSes: Assessment of students' skills

ProfilPASS for young people

for skills acquired

- ✓ as part of the family
- ✓ with friends
- ✓ in spare time
- ✓ or as autodidact

ProfilPASS for Start-Ups

- ✓ specially developed for the needs of people interested in founding their own start-up
- ✓ 13 entrepreneurial skills at the intersection of different skills models

Brausewetter, K. (in press). ProfilPASS-Beratung bei hochbegabten Jugendlichen. In DIE (Ed.). Praxisbuch ProfilPASS.



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Organized gifted education

Academies:

- [Deutsche JuniorAkademien](#) German Junior Academies (lower secondary level)
- [Deutsche SchülerAkademie](#) German Student Academy (upper secondary level)
- [TalenteAkademien](#) Talent Academies (8th/9th grade)
- [VorbilderAkademien](#) Role Model Academies (students with or without a migratory background; 9th/10th grade)

Dual Enrollment:

[Juniorstudium / Frühstudium / Schülerstudium](#) (Article from "21. August 2019")

Academic Competitions:
[Wettbewerbe](#)



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Non-formal (gifted) education

- **(Foreign) Language(s)**

- Language travel
- Language class
- Writing workshops

- **Social Sciences:**

- [Jugendleitercard](#) Counselor qualification (summer camps)
- Babysitter qualification
- [Nursing auxiliary](#)
- Youth Organizations (e.g. boy or girl scouts, [THW](#) Federal Agency for Technical Relief, [Youth fire department](#), [German Life Saving Association](#), churches)

- **STEM**

- [CyberMentor](#) virtual STEM mentoring for girls
- [Quod erat demonstrandum QED](#) math
- Projects for students at colleges and universities
- [Deutsches Jungforschernetzwerk](#) German Network for young scientists

- **Music, Arts and Sports**

- Art, ballet, dance and music schools outside the general education system
- Sports club (Exercise instructor, Referee)
- [Dual enrollment at School of Music](#)
- [Music Mentor](#)



Virtual (gifted) education

Math

[Khan Academy](#)

STEM

[Bozeman Science](#)

German-speaking:

MOOCs (Massive Open Online Courses)

- [IMooX](#) Austria
- [Oncampus](#) Germany

[Digitale Drehtür](#) Virtual revolving door

[WirLernenOnline #WLO](#) We learn online



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Informal (gifted) education

Activities:

- internships, (summer) jobs
- **Part-time start-up**

Experiences with peers (as mentioned in “Organized and non-formal gifted education“):

- Projects for students at colleges and universities
- Youth Organizations (e.g. boy or girl scouts, THW Federal Agency for Technical Relief, Youth fire department, German Life Saving Association, churches)
- German Junior Academies
- German Student Academy



Long-term impact of out-of-school experiences

Goal: Well-being and good self-esteem

The two components of the Zurich “Fit“-Concept are likely to be met:

- **Attachment and Social Acceptance**
- **Development and Learning**

Examples from STEM:

- **Schwedt (2009, IX):** chemistry and German were equally popular subjects in grammar school → book about chemistry and literature as an unusual flirtation
- **Nobel laureate and developmental biologist Christiane Nüsslein-Volhard** (Kahl, 2006, 63) :
 - no turning point in her childhood that would have made her a Nobel laureate
 - parents not particularly educated in science
 - mother awakened interest in plants
 - good food on a farm sharpened senses for the natural, material world



Becoming a Nobel Laureate through leisure activities?!

Advantages:

- **positive perception by teachers** (when they become aware of it)
- **Admission to gifted programs** (through letters of recommendation from teachers)
- **Scholarships** (civic engagement usually a criterion)
- **Application for apprenticeship / job** (proof of previous knowledge and commitment)



Thank you for your
attention!

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Presentation is available for free
downloading at

<https://www.leben-mit-hochbegabung.de/Vortraege/>



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References

- Brausewetter, K. (in press). ProfilPASS-Beratung bei hochbegabten Jugendlichen. In DIE (Ed.). Praxisbuch ProfilPASS.
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