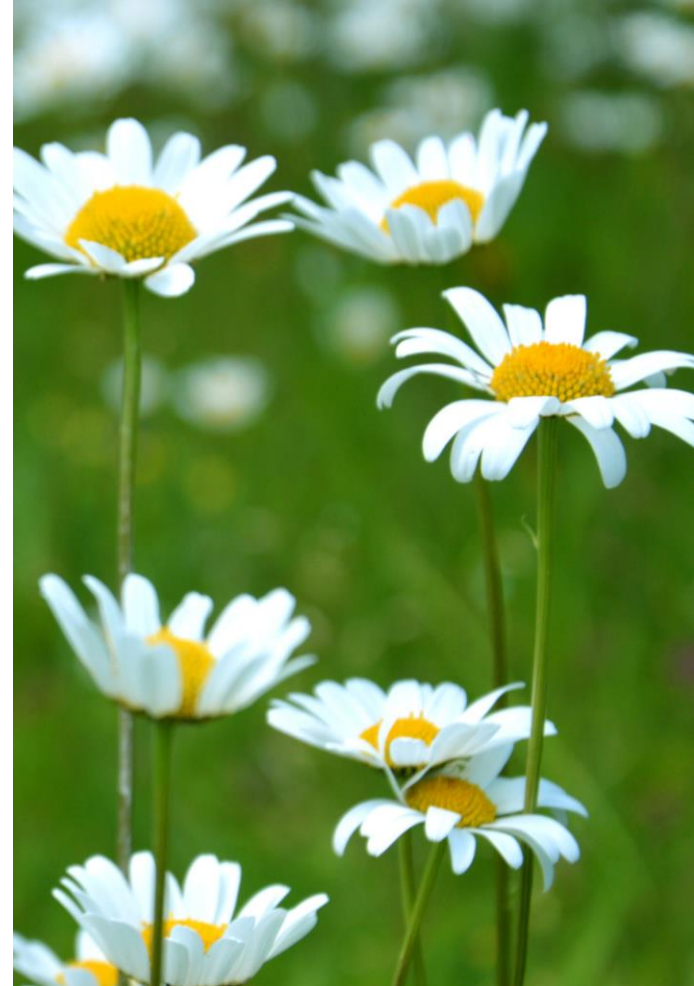




Stockholms  
universitet

# Insights about our work with gifted children part II: **Research from Sweden & New Zealand**

Valerie Margrain, Karlstad University



# Valerie Margrain



- Professor of Educational Work, Sweden
- Professor 2, NLA University College, Norway (Bergen/Oslo)
- Adjunct Professor, Victoria University, Australia
- Teacher education in Sweden, Australia and New Zealand
- New Zealand teacher (primary, special education, reading specialist)



# An overview of recent research & grants Sweden

## 6 PhD completions:

Eva Petterson (2011), Linda Mattson (2013), Attila Szabo (2017), Elisabet Mellroth (2018), Malin Nordström Ekeryd (2023), Caroline Sims (2023)

## Nordic Network for Gifted Education

- Approx 106,000 Euro 2023-24
- Swedish Research Council
- 5 Nordic countries, 150 members
- Around 50 research travel grants awarded

## GiftED Doctoral programme

- approx. 3.7 million Euro
- Swedish Research Council
- 10 doctoral students
- Varied research topics
- 3 participating universities: Karlstad, Stockholm, Mälardalen
- 3 areas of focus: theories and core knowledge; application to teaching; psychological wellbeing
- 3 doctoral courses of 7.5 hp each open to other doctoral students

# 2023 research publications, Sweden - examples

**Holmgren, A-C., Backman, Y., Gardelli, V., & Gyllefjörd, Å.** (2023). On being twice exceptional in Sweden: An interview-based case study about the educational situation for a gifted student diagnosed with ADHD. *Education Sciences*, 13(11), <https://doi.org/10.3390/educsci13111120>

**Margrain, V., & van Bommel, J.** (2023). Assessment and gifted discourse in Swedish early years education steering documents: The problem of (in)visibility. *Education Sciences*, 13(9), 904. <https://doi.org/10.3390/educsci13090904>

**Silfver, E., & Ekesryd Nordström, M.** (2023). Shifting discourses on giftedness in Swedish newspaper media – what's the problem represented to be? *Scandinavian Journal of*

*Educational Research*  
<https://www.tandfonline.com/doi/full/10.1080/00313831.2023.2259930>

**Sims, C.** (2023). From 'the Genius' to 'the Gifted': The conceptualisations of giftedness in educational discourse in Sweden. <https://uu.diva-portal.org/smash/get/diva2:1803532/FULLTEXT01.pdf>

**Svedin, G.** (2023). Giftedness and Swedish exceptionalism? Gifted pupils in primary and compulsory school, 1842–2022. *Athens Journal of History*, 9: 1-21. <https://doi.org/10.30958/ajhis.X-Y-Z>

# Policy and leadership changes within the last 10 years in Sweden at national and municipal levels

- Skolverket Resources/website 2015
- Curriculum wording *eg 'equitable'*
- Municipal/local professional development *e.g. Jönköping*
- Parent networks, *e.g. Riksförbundet för Särskilt Begåvning*
- Government review and proposal (*e.g. acceleration*)
- Media attention, *wellbeing & rights focus*
- Identifying good practice
- Research

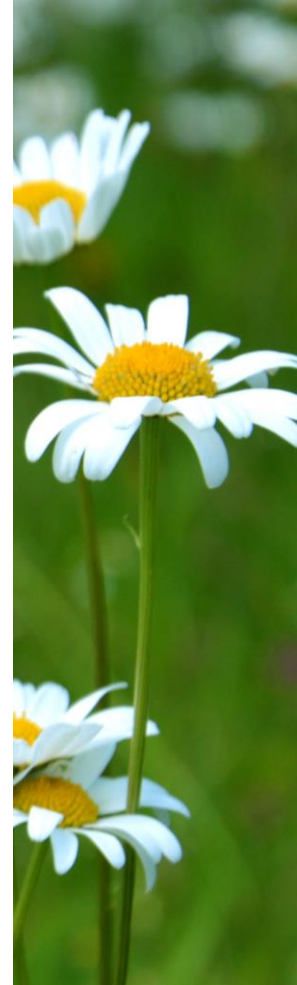


# New Zealand – Danish connection

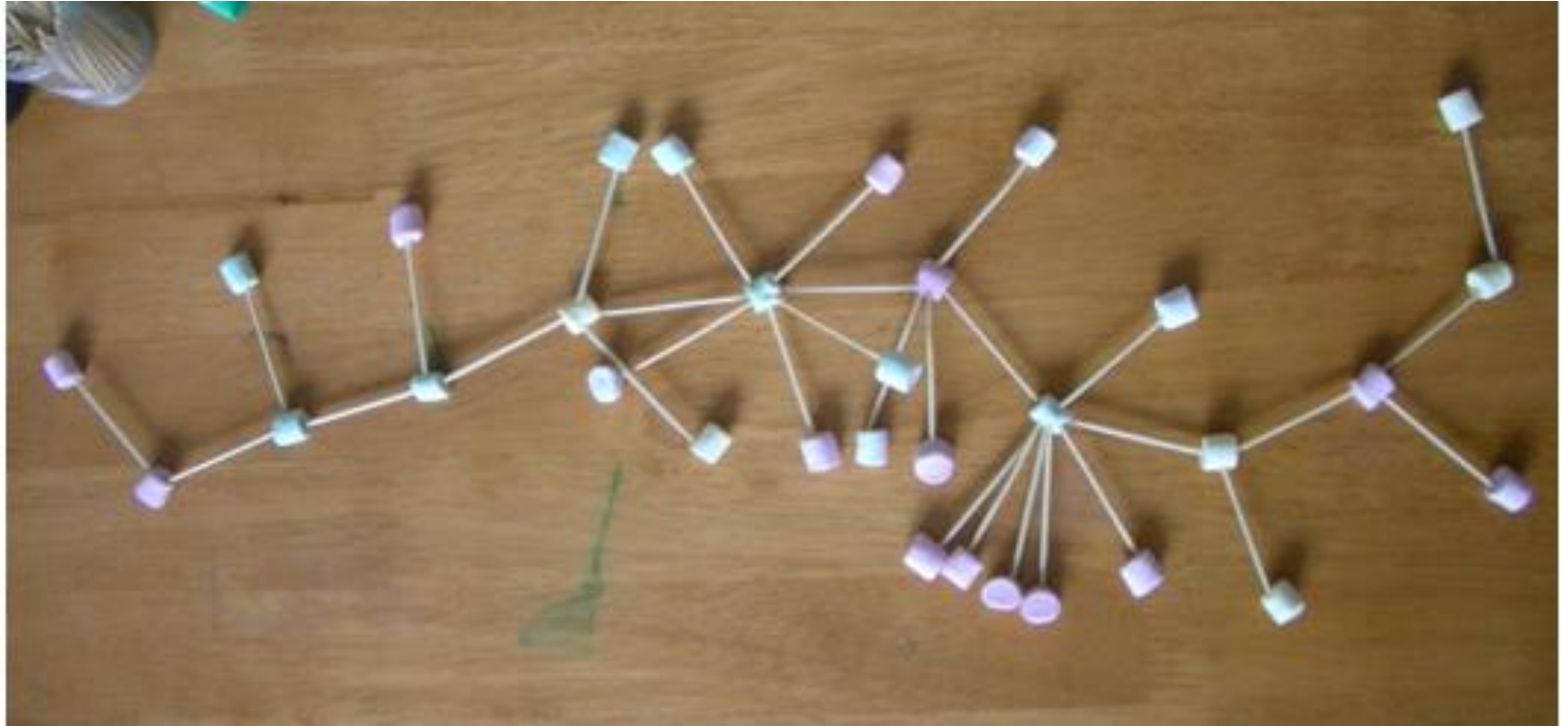




**Connecting New Zealand research to the  
new Danish screening tool –  
*Redskab til at screene elever i 1. klasse for  
tegn på høj begavelse***



# Xavier age 4 years, 3 months





# Tjekliste med tegn på høj begavelse i 1. klasse *til pædagogisk personale: Xavier*

Q1. Lærer eleven meget hurtigt?

Q2. Er eleven særdeles dygtig i et eller flere fag?

Q5. Er eleven meget god til at arbejde med tal?

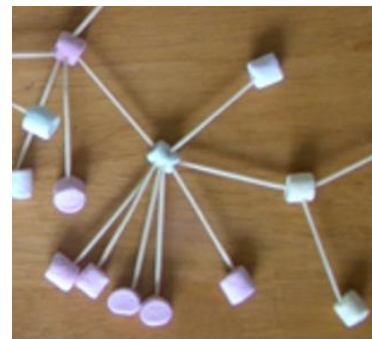
Q6. Er eleven god til at tænke logisk?

Q8. Har eleven særdeles god hukommelse?

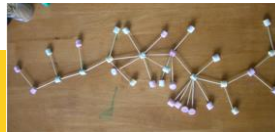
Q9. Kan eleven blive dybt interesseret i noget?

Q11. Har eleven et særdeles stort ordforråd?

Q15. Er eleven særdeles god til at udtrykke sig visuelt?



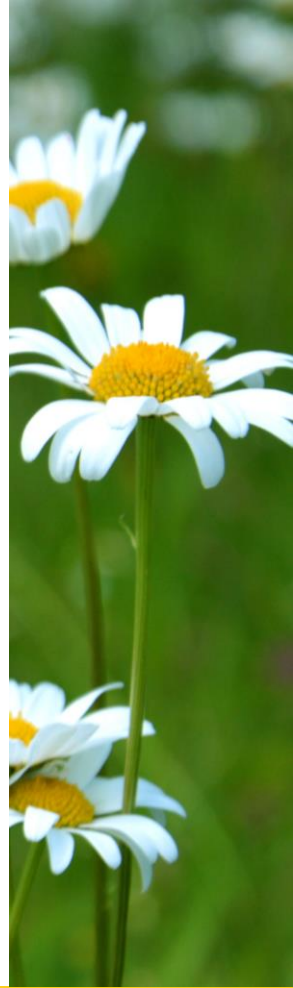
- *“This is a picture of the planets with man-made satellites and some moons. If you start on the right hand side and work your way over to the left, we start with the sun, then Mercury, then Venus – the marshmallow out of those represents Mariner 10, the first space probe to do flybys of the planets. Next the one with heaps out of it is earth, but there wasn’t room to put any more although there are heaps of satellites flying around the earth, but the white one on its own is the moon. Next is Mars and Phobos and Demios and Space Probe Pathfinder, then Jupiter with its four main moons and Voyager, then Saturn with the Saturn Cassini and Voyager 2, then Uranus and Neptune with Voyager 2, and Pluto with Charon.”*
- *“When the model was made Voyager 2 hadn’t reached Pluto yet, but it has now.”* (Margrain, 2010)





# Daniel, preschool portfolio assessment

*Photos reproduced with parent and teacher permission.*



# Tjekliste med tegn på høj begavelse i 1. klasse *til pædagogisk personale: Daniel*

Q1. Lærer eleven meget hurtigt?

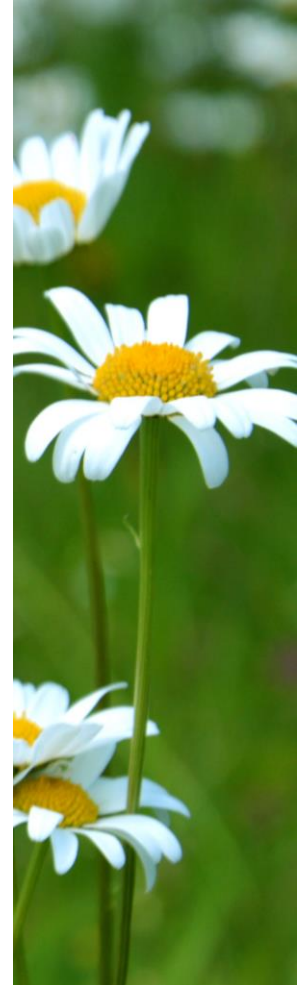
Q2. Er eleven særdeles dygtig i et eller flere fag?

Q8. Har eleven særdeles god hukommelse?

Q9. Kan eleven blive dybt interesseret i noget?

Q10. Er eleven særdeles undersøgende og nysgerrig?

Q15. Er eleven særdeles god til at udtrykke sig visuelt?



# Tjekliste med tegn på høj begavelse i 1. klasse *til pædagogisk personale: Dig deeper*

- Q3. Har eleven et stort fagligt overblik?
- Q4. Kan eleven læse komplicerede tekster?
- Q7. Har eleven særdeles stor, bred og dyb viden?
- Q12. Er eleven særdeles god til at argumentere?
- Q13. Kan eleven forstå og anvende ordspil eller ironi?
- Q14. Har eleven en særdeles god fantasi?
- Q16. Har eleven intense følelser?
- Q17. Har eleven en stærk retfærdighedssans?
- Q18. Har eleven en stor social forståelse?
- Q19. Opsøger eleven i høj grad dialog, der giver intellektuelt modspil?
- Q20. Skjuler eleven sin dygtighed?
- Q21. Er eleven perfektionistisk?



# Tjekliste med tegn på høj begavelse i 1. klasse *til pædagogisk personale: Full list*

Q1. Lærer eleven meget hurtigt?

Q2. Er eleven særdeles dygtig i et eller flere fag?

Q3. Har eleven et stort fagligt overblik?

Q4. Kan eleven læse komplicerede tekster?

Q5. Er eleven meget god til at arbejde med tal?

Q6. Er eleven god til at tænke logisk?

Q7. Har eleven særdeles stor, bred og dyb viden?

Q8. Har eleven særdeles god hukommelse?

Q9. Kan eleven blive dybt interesseret i noget?

Q10. Er eleven særdeles undersøgende og nysgerrig?

Q11. Har eleven et særdeles stort ordforråd?

Q12. Er eleven særdeles god til at argumentere?

Q13. Kan eleven forstå og anvende ordspil eller ironi?

Q14. Har eleven en særdeles god fantasi?

Q15. Er eleven særdeles god til at udtrykke sig visuelt?

Q16. Har eleven intense følelser?

Q17. Har eleven en stærk retfærdighedssans?

Q18. Har eleven en stor social forståelse?

Q19. Opsøger eleven i høj grad dialog, der giver intellektuelt modspil?

Q20. Skjuler eleven sin dygtighed?

Q21. Er eleven perfektionistisk?





# Weblinks/contact

- GiftED doctoral programme:  
<https://www.kau.se/en/gifteddp>
- Nordic Network for Gifted Education (NNGE):  
<https://www.kau.se/en/giftednetwork>
- 2025 ECHA thematic conference  
<https://www.kau.se/en/combined-echa-and-igmcg-conference-16-18-june-2025>
- [valerie.margrain@kau.se](mailto:valerie.margrain@kau.se)



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Margrain, V. (2010). Parent-teacher partnership for gifted early readers in New Zealand. *International Journal about Parents in Education*, 4(1), 39-48.

Margrain, V. (2010). Narratives of young gifted children. *Kairaranga*, 11(2), 33-38.

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Styrelsen for Undervisning og Kvalitet. (2024). *Redskab til at screene elever i 1. klasse for tegn på høj begavelse*. <https://emu.dk/test-og-evaluering/bank/test/redskab-til-screene-elever-i-1-klasse-tegn-paa-hoej-begavelse>

