

Comparison
Acceleration – Enrichment
Annette Heinbokel, Germany

Acceleration	Enrichment
Most forms can be implemented at any school any time, depending on local laws, no gifted programme is needed	Many forms can be implemented at any school any time; no gifted programme is needed
Often seen as a kind of measure of last resort; used when different forms of enrichment were tried, didn't work or weren't sufficient	Usually seen as a good way to support gifted children, especially as they can stay with their friends
Is being implemented comparatively rarely (lack of teacher training)	Is being implemented wherever the gifted are being cared for, with and without a programme or teacher training
Positive results in research for more than 80 years; there have been few subjects in gifted education that more has been published on and with more positive results	Difficult to compare to acceleration as there are so many different forms.
More effective than enrichment, e.g. effect size for acceleration 0,88 (John Hattie)	Less effective than acceleration, e.g. effect size for enrichment 0,39 (John Hattie)
Special help, support and care after acceleration only needed for a short time in grade skipping, depending on the pupil and the year that is skipped between zero and 6 months	For effective enrichment, special help, support and care are needed until the pupil leaves school
Saves costs: in 2021 in Germany an average school year cost between 8 900 and 14 200 Euros, depending in which of the 16 states the children live and type of school	Causes costs: effective forms of enrichment are not cost free, people, resources, rooms are needed to run the programmes; effective enrichment cannot be based solely on a teacher's good will
Teacher training is needed, so that it can be suggested to the right pupil and the right kind of support given; e.g. good and even excellent grades are not a sufficient basis for a decision pro or contra acceleration	Teacher training is needed, otherwise there is a danger of meaningless 'keep 'em busy'.
Supports personal development: the task is challenging, they can work at their own pace at least until they have caught up with the new class, they practice meaningful structured learning, develop self-confidence	<u>Can</u> support personal development if <u>well done</u> : they <u>can</u> practice meaningful structured learning, work at their own pace, develop self-confidence
Acceleration cannot replace enrichment. As the pupils often are in the top group again after acceleration, they still need enrichment or even acceleration again. It is not taught properly in teacher training, teachers must become more knowledgeable	Enrichment cannot replace acceleration. If enrichment is well done, it can lead to acceleration. It is often taught in teacher training courses. However, effective forms of enrichment can be so time consuming that they are not offered in schools on a daily basis, unless supported by an official programme with resources

Hattie, John A. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Routledge, London & New York