

In Support of Agreement on Gifted Teachers and Education as a Giftedness Performance Domain

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Abstract

The aim of this study was to explore relationships between one of the behavioral definitions of quality educational practice (ISSA's Definition of Quality) and the implicit theories on gifted teachers held by four groups of study participants (N=199). If giftedness is valued across different performance domains, including education, the question that needs to be addressed is whether there are gifted teachers, and how they can be identified. Using profile analysis, two groups of teachers, pre-service teachers (n=47), and experts (n=61), rated the proposed quality indicators as behaviors highly indicative of their exemplary gifted teachers. This offers support to the construct validity of operationalization of gifted teachers as those competently demonstrating consensually agreed upon indicators of quality at a high level, across different focus areas of educational practice. The results were interpreted in accordance with the contemporary, empirically proven influence of teachers on students' learning and the outcomes of this learning. Special emphasis was placed on the behavioral operationalization of quality in educational practice, and how it overlaps with the construct of giftedness as manifested in adulthood (in competence, in expertise, and finally, in eminence), suggesting inclusion of education as one of the giftedness performance domains.

Key words: education quality; expertise; giftedness domains; quality teaching.

Introduction

This study aims to support the dialogue on gifted teachers and education as a giftedness performance domain by taking a closer look at teachers' behavior. Practicing

education to the point of virtuosity is akin to successful lifelong talent development in arts, sciences or sports, as they are described in gifted education resources. Contrary to education, the sciences, arts, as well as sports, easily claim giftedness and talent as their province, explicitly honoring their gifted scientists, artists, and athletes. If giftedness is valued across different performance domains, including education, the question that should be addressed is whether there are gifted teachers and how they can be identified.

By stating this question, the present study deals with the analysis of expertise in education, with expertise as the developmentally expected manifestation of giftedness in adulthood, and the relationship of expertise in education to the concept of gifted teachers. The general field of giftedness study has currently proposed a direction forward based on psychological science. As stated by Subotnik, Olszewski-Kubilius, and Worrell (2011) in their groundbreaking article, giftedness (a) reflects the values of society; (b) is typically manifested in actual outcomes, especially in adulthood; (c) is specific to domains of endeavor; (d) is the result of the coalescing of biological, pedagogical, psychological, and psychosocial factors; and (e) is relative not just to the ordinary but to the extraordinary. Of the highest importance to the study of giftedness in teachers, giftedness can be operationalized as a developmental process (Horowitz, Subotnik, & Matthews, 2009), as explicitly stated in the developmental model of giftedness and talent (Gagné, 2005), the three-ring model (Renzulli, 2011), the wisdom, intelligence, creativity, synthesized model (WICS model; Sternberg, 2003, 2005), and the scholarly productivity/artistry (SP/A) model (Subotnik & Jarvin, 2005), as the giftedness models used in this study. For example, in the SP/A model, the first stage is the transformation of abilities into competences, followed by the transformation of competences into expertise, and finally expertise into scholarly productivity and/or artistry. In line with productivity, the Renzulli's three-ring definition of giftedness (Renzulli, 1986) asserts that the creative-productive gifted individuals possess three clusters of traits: above average ability, creativity, and task commitment. The manifestation of giftedness in Renzulli's model (Renzulli, 2011) is displayed as interaction among the three clusters, and is not a stable trait. His conception of giftedness suggests that giftedness is a trait (or even more appropriately, a set of behaviors) to be developed.

Description of gifted teachers' behaviors opens up possibilities for improvement towards quality in all teachers. This is of importance due to the tension surrounding the concept of giftedness regarding excellence versus equity issue. Identifying and cultivating a high potential for excellence is any society's responsibility in promoting welfare of individuals as well as the society at large. Rewarding excellence denotes a cultural value that is important for democracy and civilization. On the other hand, singling out the "gifted" for special treatment and unequal access to excellence perpetuates the existing social "elite", thus violating the democratic principle of equal rights and opportunity and fair allocation of public resources (Dai, 2009, p. 52). Yet,

there is an agreement in educational research that teachers matter (Hattie, 2009, 2012). It is usually presumed that teachers play a central role in the developmental process of turning students' potential into accomplishments, but teachers develop alongside students as well, progressing from being a novice, to an eminent educator. This study changes the usual perspective, in a sense, by focusing on the teacher as the gifted. By exploring the characteristics of effective teachers of gifted students, Mills (2003) found that the personality types of teachers were in many ways similar to the personality types of the gifted students. This suggests that certain personality and cognitive style preferences should be studied in unison in the talent-development model when applied to teachers, as it is usually done with students. Likewise, personality and professional interests delineate education as the chosen work environment for some, and not all (De Fruyt & Marviede, 1996; Holland, 1997).

Some teachers seem to transcend the usual definition of expected competence in educational practice, and strive for excellence but at the same time also display wisdom (Arlin, 1999). As in any other profession, beginners with experience may develop into experts. Subotnik, Olszewski-Kubilius, and Worrell (2011) propose such model in their Talent-Development Mega-Model, in which talent-development process involves transitions whereby abilities are developed into competences, competences into expertise, and expertise into eminence. This model also takes into account the time when it would be meaningful to expect giftedness to be expressed in a particular domain. In this model, education can be understood as a giftedness performance domain in which the trajectory peak is expected to occur in adulthood. In line with this recognized commonality, the developmental model of the *gifted educator* was already proposed by Porath (2009), and Towers and Porath (2001). Additionally, the student-identified exemplary talented teachers (Gentry, Steenbergen-Hu, & Choi, 2011), giftedness construed as a developing expertise (Sternberg, 2001), and the pentagonal implicit theory of giftedness (Sternberg & Zhang, 1995), also provide the theoretical bases for this study. When giftedness is defined as a developing expertise (Sternberg, 2001), a common ground is formed for further research on giftedness in teachers. According to the implicit theory of giftedness, in order to be identified as gifted, these five criteria need to be present: excellence, rarity, productivity, demonstrability, and value. Most importantly, these criteria conceptually overlap with the indicators of quality in education. As such, the indicators of quality can be used to further our understanding of giftedness in teachers. By providing empirical support to the applicability and coherence of an idea of identifiable characteristics of gifted teachers, and placing their behavior in the (educational) context (e.g., Barab & Plucker, 2002), it may be possible to more strongly promote study of education as one of the giftedness performance domains. Indicators of quality in education and how education is planned, executed and assessed in schools, already exist in elaborate forms. Objective criteria for designating expert teachers have been created. Extending on these criteria, the gifted teachers are supposed to be those who are competently

demonstrating consensually agreed upon quality across different focus areas of educational practice, at a high level.

This study of agreement aims to provide theory-based empirical support to the use of behavioral indicators of quality in the educational practice in order to operationalize the construct of gifted teachers. Whether there is agreement in the pre-service teachers' implicit theories of personality characteristics of gifted teachers, and whether there are similarities and differences in the pre-service teachers' and the education experts' ratings of gifted teachers on consensually and empirically predefined indicators of educational quality, are the main questions addressed in this study. In this way, this study actively engages in creation and establishment of boundaries of the conception of giftedness as behaviorally manifested in adulthood. Based on the existing giftedness theories and research findings, this study aims to explore if the socially embedded, consensual peer evaluations of teacher quality in educational practice can be used to advance our knowledge on what it means to be a gifted teacher.

Method

Participants

Four participant groups ($N=199$) were selected in order to explore the concept of gifted teachers, and the relation of this concept to the perception of indicators of quality in educational practice held by the pre-service and the expert teachers.

The first group (Group A) included 85 anonymous and voluntary study participants of university teacher education studies in their fourth (49.41%), third (36.47%), second (8.23%), and first year of study (5.88%). The Group B included fifth (final) year students of teacher education studies (i.e., pre-service teachers; $n=47$) with $M_{\text{age}}=23.1$ years ($SD=0.53$; age range: 22–26). The Group C included teachers working in primary schools, in selected advanced vocational statuses (i.e., teacher mentors, 70.2%, and teacher advisors, 29.8%; $n=61$). The experienced teachers in Group C were promoted to an advanced vocational status based on state defined criteria of sustained teaching quality and at least six years of work experience, so they will be referred to hereinafter as the group of *experts*. The mean age of primary school teachers in Group C, the experts, was $M_{\text{age}}=46.5$ years ($SD=6.90$; age range: 32–59), and at the time of this study they taught full-time in grades 1–4, as follows: in the fourth (29.8%), in the first (26.3%), in the third (19.3%), in the second (15.8%), and in the combined grades (8.8%). The entire sample of 108 participants in Groups B and C combined included 96.3% of women. The Group D included six university professors involved in teacher education; two men and four women, as raters.

Materials and Procedure

The participants gave their written consent, and participated in the study on one occasion for the duration of one hour. They were debriefed immediately following the study, in line with the research ethics. They provided demographics, rated a list of offered indicators of quality, and characteristics, and answered additional questions.

The Prototype of a Gifted Teacher. This part of the study included all participant groups over time. Social judgments of characteristics, theoretically based on the hypotheses of usefulness of social judgment, as well as act frequency approach to personality research were used in this study (CAT – Consensual Assessment Technique, by Amabile, 1996; Ambady & Rosenthal, 1993; and The Act Frequency Approach, by Buss & Craik, 1983). The participants in Group A were involved through open faculty invitation to volunteer in an online anonymous survey on teacher behavior. Participants were directed to an online survey and were instructed to recollect three primary school teachers from their own education experience who, in their own subjective view, exemplified a prototype of a gifted teacher. With those teachers in mind, they provided 559 short typed descriptions of concrete teacher behaviors displayed by the teachers they had in mind. Repeated, incomplete, unclear, and redundant descriptions were removed, resulting in a set of unique 145 short, adjective-based descriptions used in further study. The Group B rated these 145 descriptions on a five-point scale, with 1 meaning *not typical*, to 5 meaning *highly typical*, of gifted teachers, based on their own subjective view, with resulting high agreement ($\alpha=.87$). Additive combination of Group B ratings of these descriptions was sorted by size, and upper quartile (UQ) of highly indicative descriptions, supporting criterion validity, is presented in Table 1 (36 behaviors). Group D was used only to add information to gifted teacher descriptions provided by the students of teacher education studies. Group D rated on a nominal scale all 36 descriptions whether they represented display of primary school teachers' role in attainment of educational objectives in cognitive domain (i.e., *obrazovanje* in the Croatian language), or in socio-affective domain (i.e., Croatian *odgoj*). With Fleiss's κ at .455, raters moderately agreed. The raters' mode for each description was used to assign description to one of the two groups, as listed in Table 1.

The Consensual Assessment of Behavioral Indicators of Gifted Teachers. Groups B and C, the pre-service teachers, and the experts, were asked to rate a questionnaire containing indicators of quality teaching which already exist and are used in educational practice. In this way two approaches were used in the operationalization of gifted teachers: a) an open-ended online survey, and b) the use of ratings on one of the commonly used behavioral indicators of quality teaching (hereinafter referred to as: ISSA's Definition of Quality). In this way, these indicators were approached in a critical way, in order to explore their correspondence with the pre-service teachers' and the experts' implicit theories of gifted teacher behavior. The International Step by Step Association (ISSA) has developed the document *Competent Educators of the 21st Century: ISSA's Principles of Quality Pedagogy* (2010, 2012) as a framework for discussing common visions in all communities. The document was created to help educators focus on the most salient indicators of quality in the most efficient manner. This document describes quality child-centered teaching practice based on research findings related to children's development, learning theory, and neuroscience.

The child-centered practices in this document are categorized into seven areas of educators' work: 1. Interactions, 2. Family and community, 3. Inclusion, diversity, and values of democracy, 4. Assessment and planning, 5. Teaching strategies, 6. Learning environment, and 7. Professional development. The seven areas promote practices that are guided by humanistic and socio-constructivist principles, emphasizing the developmentally appropriate practices, individualized approach, and the idea that learning occurs through interactions, and constitutes a dialogue between children and adults, as well as among children, marked by respecting each other, stimulating, and giving autonomy to the learner.

The used questionnaire was constructed on the basis of the named document, and consisted of 85 statements about teacher behavior. For example, the focus area *Interactions* (1) included items such as: *The educator interacts frequently with individual children throughout the day, building on their strengths and stimulating their learning and development*. Examples of items from other focus areas were as follows: *The educator invites and welcomes family members into the classroom and finds ways for all families to participate in the educational process and life of the learning community* (2), *The educator appreciates and incorporates into his/her teaching the diversity that exists among the children, families, and within the community* (3), *The educator uses systematic observation and other diverse and developmentally appropriate formative assessment tools that reflect on the process and outcomes of learning and development* (4), *The educator offers activities that encourage exploration, experimentation, independent inquiry, and creativity* (5), *The educator creates an environment that ensures each child's sense of belonging and comfort* (6), and *The educator recognizes the importance of lifelong learning by participating in a variety of personal and professional development opportunities* (7). All the items are available in full, both in Croatian and in English, in ISSA's publications (e.g., Tankersley, Brajković, & Handžar, 2012; Tankersley et al., 2012).

The participants in Groups B and C were instructed, prior to completing the questionnaire to recollect one gifted primary school teacher whose overall educational practice they could, based on their own subjective interpretation and experience, describe with adjectives such as excellent, infrequent, productive, demonstrable and valuable, regardless of that teacher's age, work experience, or gender. The teacher had to have a developed and manifested giftedness in teaching. With that gifted teacher in mind, they were instructed to rate from 1 to 7 (*does not describe at all, to completely describes*) 85 indicators to establish how well they described the behavior of that particular teacher they had in mind. No other instructions were given. The students differed more strongly, with ICC at .62, while the expert teachers as more experienced educators, had a somewhat clearer and more commonly shared view on the quality indicators when they described the manifested giftedness in teachers, with ICC at .76. The Intraclass Correlation Coefficient (ICC) for all participants on all indicators, using absolute agreement, averaged .82. When not observed as focus areas but individual items, the average ratings of all 85 items provided by the pre-service teachers and the experts, correlated positively and significantly, $r(85)=.73$,

$p < .001$, in support of similarities in the pre-service teachers' and the experts' views. Participants' ratings were summarized into seven focus areas, and group differences between pre-service teachers and experts in ratings of focus areas are analyzed in detail in the results section.

Results

As the title of this article states, this is a study of agreement. Therefore, the results include the sections on the agreement of students' implicit theories of the gifted teachers' personality characteristics, and the analyses of similarities and differences in the pre-service teachers' and the education experts' ratings of gifted teachers on consensually and empirically predefined indicators of educational quality.

Students' Implicit Theories of Gifted Teachers' Personality Characteristics

The students' shared implicit theories converged into a portrait of a gifted primary school teacher as a person typically displaying selected positive characteristics at a high level, as well as one being highly involved in the attainment of both socio-affective, and cognitive educational objectives, as listed in Table 1. This provides support to the convergent validity of operationalizing a gifted teacher as one displaying interpersonally the listed characteristics—as well as the acquired educational expertise. This may be so because additive combination (UQ) of these students' ratings of adjectival, personality based assessments, correlated statistically significantly and positively with the students' ratings of indicators of ISSA's Definition of Quality as indicative of giftedness in teachers, across all focus areas—but comparatively more strongly with the focus areas of *Interaction*, $r_s(47) = .60, p = .001$, *Inclusion*, $r_s(47) = .59, p = .001$, and *Family and community*, $r_s(47) = .54, p = .001$, as listed in Table 2.

Differences in the Pre-service Teachers' and the Education Experts' Ratings of Gifted Teachers

Two approaches were used to shed light on the pre-service teachers' and the experts' concepts of gifted teachers, and these were: a) the cluster analyses of the variables (focus areas), by group, and b) the comparison of differences in mean values of participants' ratings of focus areas, between groups. The number of pre-service teachers and experts in the sample was roughly the same, $\chi(1, N=108) = 1.81, p > .05$. The hierarchical cluster analyses with average linkage and squared Euclidean distances of variables, in two participant groups, suggested higher similarity in the expert group of these focus areas, in the descending order: [7, 5, and 6], [2, 3], followed by 4, and finally 1. The pre-service teachers' group displayed clusters of variables, as follows: [7, 6], [2, 5, and 3], followed by 1, and finally 4. These homogenous cluster groupings can also be reduced from the focus areas' correlations for two groups, with the focus areas in the same area number order, as listed in Table 2.

Table 1
 Summary of means and standard deviations for students' ratings of gifted primary school teachers' prototypicality of characteristics, the upper quartile (UQ)

Variable	M	SD	Range
1. Imparts knowledge ^a	4.85	0.42	3-5
2. Likes the subject he/she teaches; likes his/her work ^b	4.85	0.36	4-5
3. Responsible ^a	4.81	0.40	4-5
4. Attentive ^b	4.79	0.41	4-5
5. Communicative ^b	4.74	0.49	3-5
6. Likes children ^b	4.74	0.44	4-5
7. Understandable; clear ^a	4.74	0.57	2-5
8. Encouraging ^a	4.72	0.45	4-5
9. Defines rules of conduct well ^b	4.72	0.54	3-5
10. Cooperative ^b	4.72	0.45	4-5
11. Reliable ^b	4.72	0.50	3-5
12. Invests and appreciates effort ^b	4.72	0.50	3-5
13. Fair ^b	4.72	0.45	4-5
14. Teaches criticism without insults ^a	4.70	0.46	4-5
15. Helpful ^b	4.70	0.46	4-5
16. Benevolent ^b	4.70	0.51	3-5
17. Interested ^a	4.70	0.51	3-5
18. Persistent ^b	4.70	0.51	3-5
19. Decent ^b	4.70	0.51	3-5
20. Advances; willing to learn ^a	4.70	0.62	2-5
21. Approachable ^b	4.70	0.46	4-5
22. Disciplined ^a	4.70	0.51	3-5
23. Encourages thinking ^a	4.68	0.51	3-5
24. Just ^b	4.68	0.47	4-5
25. Moral ^b	4.68	0.51	3-5
26. Motivates; encourages study ^a	4.68	0.51	3-5
27. Competent ^a	4.68	0.51	3-5
28. Punctual ^a	4.66	0.60	3-5
29. Professional ^a	4.66	0.60	3-5
30. Prepared ^a	4.66	0.56	3-5
31. Caring ^b	4.66	0.56	3-5
32. Positive ^b	4.66	0.52	3-5
33. Honest ^b	4.66	0.52	3-5
34. Creative ^a	4.66	0.60	3-5
35. Thorough ^a	4.66	0.52	3-5
36. Available ^a	4.66	0.48	4-5
UQ, $\Sigma(1-36)/36$	4.71	0.31	3.75-5
UQ ^a , The cognitive domain, $\Sigma(1-17)/17$	4.70	0.33	3.71-5
UQ ^b , The socio-affective domain, $\Sigma(1-19)/19$	4.72	0.31	3.74-5

Note. Potential range is 1-5.

In order to explore the mean differences between pre-service teachers and experts, the multivariate approach to repeated measures, the profile analysis, was performed on the seven repeated average ratings between two participant groups. For the overall levels test, with ratings high in both groups, no statistically significant difference

was found among the pre-service teachers and the experts when their ratings were averaged across all focus areas, $F(1, 106)=3.34, p=.07$, partial $\eta^2=.03$. This is observable in Figure 1, where group differences were visually exaggerated due to the intentionally restricted y -axis range (5.7–6.7, out of possible 1–7). The overall mean level of ratings provided by the experts was $M=6.38, SE=0.05$, and by the pre-service teachers it was $M=6.20, SE=0.09$. The existing differences in the focus areas (overall means for focus areas ranged between 6.18 and 6.41) were very small in absolute values, and the slopes were generally remarkably similar. Using Wilks' criterion, the profiles deviated significantly from parallelism, $F(6, 101)=3.82, p=.002$, partial $\eta^2=.18$. Of relevance to discussion on the development of expertise in education, the pre-service teachers in comparison to the experts rated significantly lower only in the focus area *Family and community*, i.e., not equally, but as still highly, indicative of gifted teachers, $t(106)=-3.04, p=.003$ ($M=5.97, SE=0.11$ vs. $M=6.38, SE=0.06$), as seen in Figure 1.

Table 2

Summary of intercorrelations, means, and standard deviations for participants' ratings of gifted primary school teachers' prototypicality of characteristics

Focus Areas	1	2	3	4	5	6	7
Number of items	11	12	15	5	19	11	12
1. Family and community	—	.82**	.75**	.70**	.75**	.76**	.79**
2. Assessment and planning	.74**	—	.88**	.81**	.88**	.83**	.90**
3. Learning environment	.75**	.85**	—	.80**	.89**	.83**	.89**
4. Professional development	.66**	.72**	.65**	—	.83**	.77**	.82**
5. Teaching strategies	.72**	.93**	.85**	.67**	—	.90**	.92**
6. Inclusion, diversity, and values of democracy	.82**	.83**	.80**	.66**	.87**	—	.86**
7. Interactions	.87**	.86**	.82**	.69**	.86**	.93**	—
Participants' ratings							
Full sample ($N=108$)							
M	6.18	6.21	6.25	6.31	6.34	6.40	6.41
SD	0.65	0.62	0.56	0.61	0.55	0.52	0.51
Observed range	3.82–7	3.75–7	4.07–7	4.20–7	3.95–7	4.27–7	4.42–7
Skewness	-1.06	-1.04	-0.98	-1.04	-1.42	-1.14	-1.12
Expert teachers							
M	6.34	6.28	6.33	6.40	6.42	6.46	6.45
SD	0.46	0.51	0.48	0.46	0.46	0.45	0.41
Observed range	5.45–7	5.33–7	5.33–7	5.40–7	5.53–7	5.55–7	5.58–7
Skewness	-0.23	-1.22	-1.12	-0.88	-1.67	-1.30	-0.37
Students of teacher education studies							
M	5.97	6.12	6.16	6.21	6.24	6.33	6.37
SD	0.79	0.72	0.66	0.76	0.65	0.61	0.61
Observed range	3.82–6.91	3.75–7	4.07–7	4.20–7	3.95–7	4.27–7	4.42–7
Skewness	-0.80	-0.23	-0.32	-0.53	-0.30	-0.50	-1.25
UQ (sum of variables in Table 1, and ISSA indicator groups, r_s)	.54**	.44**	.33*	.30*	.47**	.59**	.60**
UQ ^a , The cognitive domain	.50**	.48**	.33*	.31*	.50**	.56**	.54**
UQ ^b , The socio-affective domain	.54**	.46**	.34*	.29*	.46**	.58**	.62**

Note. Potential range of ratings is 1–7. Focus areas are listed from the lowest to the highest overall average rating in the full sample, from left to right. Pearson's r was used (r), except for UQ, UQ^a, and UQ^b where Spearman's rho was used (r_s). Correlations for the experts ($n=61$) are presented above, and for the pre-service teachers below the diagonal ($n=47$).

* $p<.05$. ** $p<.01$.

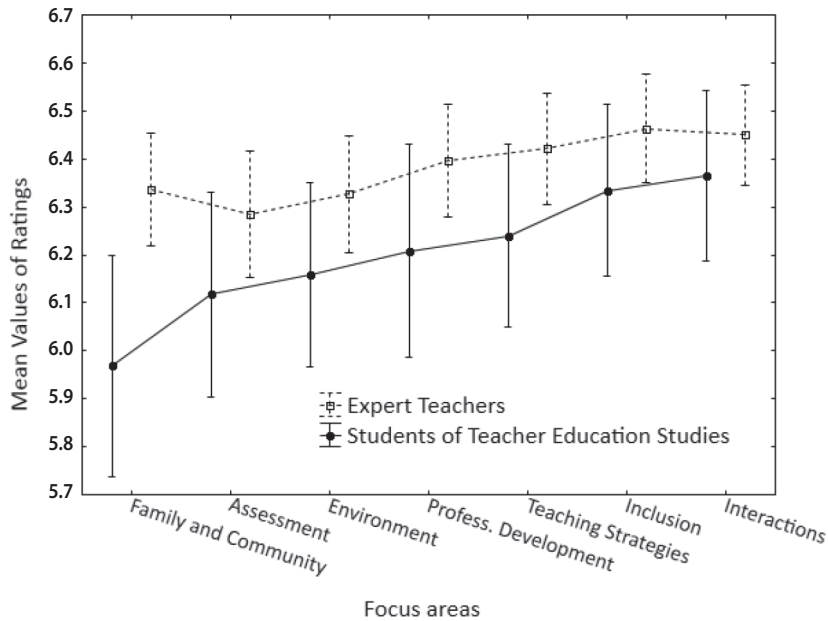


Figure 1. Behaviorally operationalized focus areas as rated by the expert teachers and the students of teacher education studies, as representative of gifted teachers' behaviors.

Note. Error bars represent standard mean error. Points are offset horizontally so that error bars are visible. Y-axis is truncated to the observed data range.

Discussion

Idiosyncratic, wise teacher's creation of supportive learning environment, *in situ*; intangible, yet of significant impact; the complex, integrated and flowing mosaic of prolonged responsiveness and responsibility; the clear acknowledgment of inconsistencies of daily education, as well as of limits of teacher's influence on student's development; the continually present willingness to invest educationally in student's development in spite of limited and/or unforeseen future payoffs — all this can be used to describe the teacher's role as an educator. Some teachers learn to excel in this complex role, and are given public accolade.

As the results suggest, the ISSA's Definition of Quality used in this study shares similarities with the implicit theories on developed exemplary gifted teachers, held by both the pre-service teachers and the experienced teachers, as is evident in high averages of the rated focus areas. This offers support to the construct validity of operationalization of gifted teachers as those *competently demonstrating consensually agreed upon indicators of quality at a high level, and consistently so across different focus areas of educational practice*. The behavioral definition of giftedness, such as the one presented in this study does not identify giftedness as vague, inconclusive, or a construct to be avoided in education research. It is developmental and social in nature, supporting the view of giftedness as a developing expertise. Interestingly,

when expressed as average rated level of competence, the mean of all indicators for all study participants was at 6.30 out of 7, representing *the upper ten percent*. This upper ten percent in the distribution of competence is usually referred in studies on giftedness as the level of competence described as *talented*. The successful transformation of potential gifts to actualized talent is for Gagné (2005) indicated by a level of accomplishment above the 90th percentile of same-age peers with similar levels of investment in the field. Making binary decision by using arbitrary cut-off value of upper ten percent to denominate a teacher as gifted or not, is not what we recommend. That is the level of attainment to be aspired to and developed throughout educational career. Nevertheless, the social praise of teacher as gifted may serve an important role in attracting the most able, creative and committed students to pursue a career in education. By presenting education as a domain where they can develop their competences, display expertise, and achieve eminence, and thus attracting those with the highest potential, is of crucial importance to the promotion of teacher education and sustainable development of education to the benefit of our communities.

Generally speaking, the findings of this study point to the fact that teaching in accordance with the behavioral indicators listed in the ISSA's Definition of Quality, both in the minds of the pre-service teachers and the experts, represents a description of behaviors already displayed by exemplary gifted teachers. Ability, creativity and task commitment, as clusters of traits underlying giftedness, can be applied to all focus areas of educational practice. For example, regarding ability, in addition to possessing intense knowledge in the area that they teach, the expert educators are successful in monitoring the levels of children's learning, providing feedback to children, which helps them learn, guiding children towards deeper cognitive levels, and developing their motivation for learning. They are more skillful in combining strategies and changing initial plans in order to satisfy the needs of children on the one hand, and the teaching goals on the other (Hattie, 2009, 2012; Klassen & Tze, 2014). The task commitment, when applied to teachers and teaching, may involve active participation in continuing professional development, providing timely formative evaluation and feedback, as well as active promotion of partnership with families and community. Regarding the final cluster, a teacher's creativity lies not in performing as an artist, musician, inventor or researcher, but in creating learning environments that foster curiosity, bold ideas, risk taking, interaction and independence of thought, also recognizing, encouraging and evaluating each individual's progression and creativity (Baer, 2013), and is linked to students' creativity (Chan & Yuen, 2014). Implicit theories of general creativity in teachers are partially domain-specific, skewed towards the arts, as well as communication, entertainment, grooming, or play, and away from mathematics (Rački, Katalenić, & Gregorović, 2015), but are tied to knowledge acquisition (Rački, 2015). Creativity in teaching, that is, finding or inventing ways on how to achieve the planned educational goals in an optimal way, is also considered one of the prerequisites for advancement in teacher vocational status in the Republic of Croatia (*Pravilnik o napredovanju učitelja i nastavnika u osnovnom i srednjem školstvu*, 1995).

More specifically, *Interactions* and *Inclusion* received the highest average ratings among both the pre-service teachers and the experts. Not surprisingly, interactions between adults and children, as well as peer interactions, are frequent topics in education related research, especially because of their key importance in supporting and influencing children's physical, social, emotional, and cognitive development (Breeman et al., 2015; Cabell et al., 2015; Jellesma, Zee, & Koomen, 2015; McCormick et al., 2013). This means that teaching in agreement with the developmental and differential psychology, in other words, with interindividual differences that humans develop and display, represents one behavioral description of gifted teachers. Through comparatively more central role in the conceptualization of giftedness in teachers given to the focus areas of *Interactions*, and *Inclusion* for the pre-service teachers, followed by *Teaching strategies* for the experts, in that order, and the differences in ratings given to the focus area of *Family and community*, the results also suggest some qualitative nuances in how experience may shape the given ratings. It seems that criteria of giftedness in teachers *increase* with the level of expertise a teacher possesses, and undergo shift in the focus area (Figure 1). The biggest differences were observed for *Family and community*, *Professional development*, and *Teaching strategies*. In line with including wisdom into theories of giftedness, wise persons, i.e. wise teachers are probably more aware that as teachers, when working alone, and additionally neglecting their professional and personal development and the acquisition of new teaching strategies, they have relatively less power to affect student learning, and are probably more aware that concerted efforts at home, school, and in society are necessary to optimize student learning. This type of realistic thinking represents mature thinking that might characterize wiser (Fung, 1996, p. 100), gifted teachers.

Conclusions

In conclusion, by consensually describing the gifted teacher in high agreement, the pre-service teachers and the experts provided indirect support of education as a giftedness performance domain. The study's focus areas may represent the contents of education as a giftedness performance domain, i.e., *the field of expertise* required of teachers. This field requires deliberate acquisition and refinement of knowledge and action in the context of education. The expertise-related differences in ratings are indicative of tentative higher maturity and teaching wisdom in expert teachers. Closer overlaps between some focus areas and gifted teacher personality in the pre-service teachers' ratings, propose that positive teacher role is possibly enacted more strongly through interaction, inclusion, and *involvement of family and community* in teaching practice, predicting this commonly perceived path of future development of expertise, but this is open for further study. Additionally, in line with treating giftedness as a developing expertise, focus areas can be used to create individualized plans of in-service teacher education. For example, in general, but in need of individual tailoring, the pre-service teachers may be advised to place more focus and emphasis

on the areas of partnership with families and the community, and the experts on monitoring, assessment and planning, due to the influence of these indicators on students' achievement, as has been noted in educational research thus far.

Limitations and Implications for Further Research

There are limitations inherent in this study that caution against over-generalizing the results — a relatively small number of participants, and specific, nationally tied educational circumstances. No effort was undertaken to in fact measure the level of expertise among the experienced teachers, as well as among the students of teacher education studies, which should be included in future research. All the data collected within this study were based on the ratings of a selected group of indicators belonging to one strand of educational research and quality practice (ISSA), which may raise concerns regarding the construct validity and breadth of the definition of quality educational practice, as well as the structural properties of the proposed indicator groups, and these may all be included in further research. Nevertheless, this study, based on the participation of highly specialized, state recognized educational experts, has implications for educational practice. It supports and provides structure for the dialogue on what it takes to excel in one's profession, and be nominated as a gifted educator. As such, this study aims to promote pre-service and in-service teacher education by determining education as a giftedness performance domain.

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U prilog suglasnosti o darovitim učiteljima i obrazovanju kao domeni darovitosti

Sažetak

Cilj je ovoga istraživanja bio ispitati odnose između jedne ponašajne definicije kvalitetne pedagoške prakse (ISSA) i implicitnih teorija o darovitim učiteljima na četiri skupine sudionika (N=199). Ako je darovitost cijenjena u različitim domenama, uključujući obrazovanje, tko su daroviti učitelji i koje su njihove odlike? Uporabom analize profila, i učitelji početnici (n=47) i ekspertni učitelji (n=61) procijenili su ponuđeni skup indikatora kvalitetne pedagoške prakse kao visoko indikativan za primjerne darovite učitelje. Taj podatak pruža podršku konstruktivnoj valjanosti operacionalizacije darovitih učitelja kao onih koji kompetentno pokazuju konsenzusno dogovorene indikatore kvalitete na visokoj razini u različitim područjima pedagoške prakse. Rezultati su interpretirani u skladu sa suvremenim, empirijski utvrđenim utjecajem učitelja na učenikovo učenje i ishode toga učenja. Poseban je naglasak stavljen na ponašajnu operacionalizaciju kvalitetne pedagoške prakse, kao i na načine kako se ona preklapa s konstruktom darovitosti i njezinom manifestacijom u odrasloj dobi (u kompetentnosti, u ekspertnosti, i na kraju, u eminentnosti), uz prijedlog ubrajanja obrazovanja u jedno od domena darovitosti. **Ključne riječi:** domene darovitosti; ekspertnost; kvaliteta obrazovanja; kvalitetna pedagoška praksa.

Uvod

Cilj je ovoga istraživanja, stavljanjem naglaska na učiteljeva ponašanja, podržati dijalog o darovitim učiteljima i obrazovanju kao domeni darovitosti. Izvedba je obrazovanja do razine virtuoznosti usklađena s uspješnim cjeloživotnim razvojem talenta u umjetnosti, znanosti ili sportu, na način kako se taj razvoj obično opisuje u literaturi o darovitosti. Za razliku od obrazovanja, umjetnosti, znanosti i sportovi lako svojataju darovitost i talent, eksplicitno cijeneći darovite umjetnike, znanstvenike i sportaše. Ako je darovitost cijenjena u različitim domenama, uključujući i obrazovanje, tko su *daroviti učitelji* i na temelju kojih obilježja?

Postavljanjem toga pitanja, ovo se istraživanje nosi s analizom ekspertnosti u obrazovanju — kao razvojno očekivanoj manifestaciji darovitosti u odrasloj dobi — kao i odnosima ekspertnosti u obrazovanju i koncepta darovitosti u učitelja.

Opće polje istraživanja darovitosti trenutno predlaže smjer utemeljen na psihologiji kao znanosti. Kao što navode Subotnik, Olszewski-Kubilius i Worrell (2011) u svom prijelomnom članku, darovitost (a) održava društvene vrijednosti; (b) tipično se ogleda u stvarnim ishodima, posebice u odrasloj dobi; (c) specifična je za domenu djelovanja; (d) rezultat je usklađenog djelovanja bioloških, pedagoških, psiholoških i psihosocijalnih čimbenika; (e) u relativnom je odnosu s tipičnim, ali i s iznimnim djelovanjem. Najveću važnost u istraživanju darovitosti učitelja ima činjenica da se darovitost može operacionalizirati kao razvojni proces (Horowitz, Subotnik, i Matthews, 2009), kao što je to eksplicitno navedeno u razvojnom modelu darovitosti i talenta (Gagné, 2005), troprstenastom modelu (Renzulli, 2011), sinteznom modelu mudrosti, inteligencije i kreativnosti (WICS model; Sternberg, 2003, 2005), i SP/A modelu akademske produktivnosti/umjetnosti (Subotnik i Jarvin, 2005). Primjerice, u SP/A modelu prva je faza transformacija sposobnosti u kompetencije, koju slijedi transformacija kompetencija u ekspertnost, a na kraju ekspertnosti u akademsku ili umjetničku produktivnost. U skladu s produktivnošću troprstenasti model (Renzulli, 1986) predlaže da kreativno-produktivno daroviti pojedinci pokazuju tri klastera osobina: iznadprosječne sposobnosti, kreativnost i usmjerenost na zadatak. Manifestacija je darovitosti u ovom modelu (Renzulli, 2011) iskaz interakcije između ta tri klastera i nije stabilna osobina. Njegova koncepcija darovitosti sugerira da je darovitost osobina (ili još primjerenije skup ponašanja) koju je moguće razvijati. Opisom ponašanja u darovitih učitelja otvaraju se mogućnosti za poboljšanje kvalitete rada svih učitelja. To je važno naglasiti zbog napetosti koje okružuju koncept darovitosti, a tiču se pitanja izvrsnosti u odnosu na jednakosti. Identificiranje i njegovanje visokoga potencijala odgovornost je svih društava s ciljem promidžbe dobrobiti pojedinaca, ali i cijelog društva. Nagrađivanje izvrsnosti denotira kulturnu vrijednost koja je važna za demokraciju i razvoj civilizacije. S druge strane, izdvajanjem "darovitih" za posebno ophođenje i nejednak pristup izvrsnosti, perpetuira postojeću društvenu "elitu", narušavajući demokratsko načelo jednakih prava i prilika, kao i pravednu raspodjelu javnih resursa (Dai, 2009, str. 52). Međutim, u obrazovnim istraživanjima postoji suglasnost da su učitelji važni (Hattie, 2009, 2012). Obično se pretpostavlja da učitelji imaju središnju ulogu u razvojnom procesu pretvaranja učenikovih potencijala u postignuća, ali učitelji se i sami razvijaju uz svoje učenike, napredujući od početnika do eminentnih edukatora. Ovo istraživanje na stanovit način mijenja uobičajenu perspektivu, stavljanjem naglasaka na učitelja kao darovitog. Istraživanjem obilježja učinkovitih učitelja, Mills (2003) je utvrdila da su tipovi ličnosti učitelja darovitih na mnogo načina slični tipovima ličnosti darovitih učenika koje oni poučavaju. To govori u prilog tome da stanovita obilježja ličnosti i preferencije kognitivnih stilova treba zajedno istraživati kad se primjenjuje model razvoja darovitosti u učitelja, kao što se ona uobičajeno koriste u istraživanju darovitosti u učenika. U skladu s tim poznato je da obilježja ličnosti i profesionalni interesi razlikuju te osobe od drugih koje se odlučuju za obrazovanje kao radno okruženje (De Fruyt i Marviede, 1996; Holland, 1997).

Za neke se učitelje čini kao da nadilaze uobičajenu definiciju očekivane kompetentnosti u obrazovnoj praksi i kao da streme izvrsnosti, ali i pokazuju mudrost (Arlin, 1999). Kao i u bilo kojoj drugoj profesiji, početnici se s iskustvom mogu razviti u eksperte. Subotnik, Olszewski-Kubilius i Worrell (2011) predlažu takav model (*Talent-Development Mega-Model*) u kojem proces razvoja darovitosti uključuje prijelaze tijekom kojih se sposobnosti razvijaju u kompetencije, kompetencije u ekspertnost, a ekspertnost u eminentnost. Taj model također u obzir uzima kada je smisleno očekivati da će se darovitost izraziti u nekoj domeni. U tom se modelu obrazovanje može shvatiti kao domena darovitosti koja svoj razvojni vrhunac očekivano pokazuje u odrasloj dobi. U skladu s takvim razumijevanjem darovitosti, razvojni model *darovitoga edukatora* je već predložen od Porath (2009), i Towers i Porath (2001). Dodatno, od studenata identificirani primjermi daroviti učitelji (Gentry, Steenbergen-Hu, i Choi, 2011), darovitost shvaćena kao razvijajuća ekspertnost (Sternberg, 2001), ali i pentagonalna implicitna teorija darovitosti (Sternberg i Zhang, 1995) zajedno čine teorijsku osnovu ovoga istraživanja. Kad se darovitost definira kao razvijajuća ekspertnost (Sternberg, 2001), postavljena je konsenzusna osnova za daljnja istraživanja darovitosti učitelja. U skladu s implicitnom teorijom darovitosti, kako bi se identificirala darovitost, potrebna je prisutnost sljedećih kriterija: izvrsnost, rijetkost, produktivnost, pokazljivost i vrijednost. Najvažnije je da se ti kriteriji konceptualno preklapaju s indikatorima kvalitetne pedagoške prakse. Indikatore je kao takve moguće upotrijebiti za poboljšanje našega razumijevanja darovitosti učitelja. Pružanjem empirijske podrške primjenjivosti i koherentnosti ideje identifikacije dostupnih obilježja darovitih učitelja, kao i stavljanjem tih obilježja i ponašanja u (obrazovni) kontekst (npr. Barab i Plucker, 2002), moguće je snažnije promicati istraživanje obrazovanja kao jedne od domena darovitosti. Indikatori kvalitetne pedagoške prakse i načina na koje se obrazovanje planira, izvodi i procjenjuje u školama već postoje u elaboriranim oblicima. Izrađeni su objektivni kriteriji za određenje ekspertnih učitelja. S obzirom na te indikatore kao kriterije, od darovitih se učitelja teorijski očekuje da će biti oni koji kompetentno pokazuju konsenzusno dogovorene indikatore kvalitete na visokoj razini, i to u različitim područjima pedagoške prakse.

Ovo je istraživanje utemeljeno na ispitivanju suglasnosti, a s ciljem pružanja teorijski utemeljene empirijske potpore uporabi ponašajnih indikatora kvalitetne pedagoške prakse u operacionalizaciji konstrukta darovitosti učitelja. Glavna se pitanja ovoga istraživanja odnose na to postoje li slaganja između neeksperata i obrazovnih eksperata u implicitnim teorijama obilježja ličnosti darovitih učitelja, a kad se za operacionalizaciju tih obilježja koriste prethodno definirani indikatori kvalitetne pedagoške prakse. Na taj se način ovo istraživanje aktivno uključuje u kreiranje i utemeljenje granica koncepta ponašajno manifestirane područno specifične darovitosti u odrasloj dobi. Na temelju postojećih teorija darovitosti i rezultata istraživanja ovo istraživanje namjerava ispitati mogu li se društveno utemeljene, konsenzusne vršnjačke procjene učiteljeve kvalitete u pedagoškoj praksi koristiti za ostvarenje napretka u znanju o tome što to znači biti darovit učitelj.

Metode

Sudionici

U istraživanju su sudjelovale četiri skupine sudionika (N=199) s ciljem istraživanja koncepta darovitosti učitelja, kao i odnosa toga koncepta s percepcijom indikatora kvalitete u pedagoškoj praksi između početnika i ekspertnih učitelja.

Prva je skupina sudionika (Skupina A) uključivala 85 anonimnih i dobrovoljnih studenata četvrte (49,41%), treće (36,47%), druge (8,23%), i prve godine učiteljskoga studija (5,88%). Skupina B uključivala je studente pete (posljednje) godine učiteljskoga studija (početnici; $n=47$), prosječne dobi 23 godine ($M=23,1$, $SD=0,53$; raspon dobi: 22 – 26). Skupina C uključivala je učitelje zaposlene u osnovnim školama, a koji su na temelju državnih kriterija o kvaliteti obrazovanja i najmanje šest godina radnoga iskustva napredovali u zvanje učitelja-mentora (70,2%) i/ili učitelja-savjetnika (29,8%) kao predstavnika eksperata u obrazovanju (eksperti; $n=61$). Učitelji su u skupini C bili prosječne dobi od 46 godina ($M=46,5$, $SD=6,90$; raspon dobi: 32 – 59), a u vrijeme ispitivanja izvodili su punu nastavu u prva četiri razreda obveznoga osnovnoškolskog obrazovanja; u četvrtom razredu (29,8%), u prvom razredu (26,3%), u trećem razredu (19,3%), u drugom razredu (15,8%), ili u kombiniranim odjelima djece koja su u različitim razredima (8,8%). U uzorku sudionika iz skupine B i skupine C ukupno je bilo 96,3% žena. Skupina D uključivala je šest sveučilišnih profesora uključenih u obrazovanje učitelja razredne nastave; dva muškarca i četiri žene, kao procjenjivače.

Materijali i postupci

Sudionici su dali pisanu suglasnost za sudjelovanje u jednom istraživanju u trajanju od jednoga sata. Sudionici su naveli osnovne demografske podatke, ispunili predviđene mjere i dali odgovore na dodatna pitanja. Po završetku ispitivanja obaviješteni su o tijeku istraživanja, cilju, svrsi i daljnjim koracima u istraživanju koji se tiču njih kao sudionika, u skladu s istraživačkom etikom.

Prototip darovitoga učitelja. Ovaj se dio istraživanja odnosi na sve sudionike. Kao metodološki pristupi u ovome istraživanju koristile su se socijalne prosudbe obilježja učitelja, teorijski utemeljene na pretpostavci korisnosti mišljenja više drugih, ali i pristup utemeljen na ispitivanju učestalosti ponašanja (npr., CAT – *Consensual Assessment Technique*; Amabile, 1996; Ambady i Rosenthal, 1993; Buss i Craik, 1983; *The Act Frequency Approach*). Sudionici su iz skupine A pozvani da sudjeluju u ovom istraživanju putem javnog poziva objavljenog među studentima učiteljskoga studija. U dobrovoljnom, anonimnom *on line* ispitivanju sudionici su dobili uputu da se prisjete tri osnovnoškolska učitelja iz vlastitog obrazovnog iskustva koji, prema osobnoj prosudbi, predstavljaju prototip darovitoga učitelja/ice. S tim učiteljima na umu sudionici su ponudili i upisali ukupno 559 opisa tih učitelja. Analizom tih opisa, ponavljanja, nepotpuni komentari, nejasni i redundantni opisi izostavljeni su, na kraju se dobilo 145 jedinstvenih opisa, većinom u pridjevskom obliku, koji su se koristili u daljnjem istraživanju. Skupina B je 145 opisa dala na formatu odgovora

od pet stupnjeva, pri čemu je 1 značilo *netipično*, a 5 *visoko tipično*, za po njihovu mišljenju darovite učitelje, s visokim slaganjem ($\alpha=,87$). Aritmetička kombinacija procjena dobivenih u skupini B koristila se kako bi se opisi poredali po veličini dobivene prosječne ocjene. Gornji kvartil visokotipičnih opisa (UQ), odabran u skladu sa željenom kriterijskom valjanosti, naveden je u Tablici 1 (36 opisa/ponašanja/obilježja darovitih učitelja). Skupina D je dobila zadatak da podijeli navedenih 36 opisa u dvije skupine, uzimajući u obzir predstavlja li svaki od opisa manifestaciju jedne od dviju temeljnih uloga učitelja u osnovnoj školi u postizanju obrazovnih ili odgojnih ciljeva (tj., kognitivna i socio-afektivna domena). Uz Fleiss-ovu κ od ,455, procjenjivači su pokazali umjereno slaganje. Mod se kao pokazatelj slaganja svih procjenjivača za svaki od 36 opisa koristio kako bi se opisi razvrstali u dvije pokazane uloge učitelja u cilju pretpostavljenoga ostvarivanja obrazovnih ili odgojnih ciljeva, kao što se vidi u Tablici 1.

Konsenzusna procjena ponašajnih indikatora darovitosti učitelja. Skupini B i skupini C, početnicima i ekspertima, na procjenu je dan upitnik koji je sadržavao 85 indikatora kvalitetne pedagoške prakse. Na taj su se način u operacionalizaciji darovitosti učitelja koristila dva pristupa: a) otvoreni *on line* upitnik za slobodno produciranje opisa i b) uporaba indikatora kvalitetne pedagoške prakse prema postavkama ISSA-e. Na taj način indikatorima se pristupilo na kritički način, istražujući jesu li i na koji način suglasni s implicitnim teorijama početnika i eksperata o ponašanjima darovitih učitelja u obrazovnom kontekstu. International Step by Step Association (ISSA) razvila je dokument *Competent Educators of the 21st Century: ISSA's Principles of Quality Pedagogy* (2010) kao okvir za raspravu o dijeljenim obrazovnim vizijama u svim zajednicima. Taj je dokument izrađen kako bi poslužio kao polazište za raspravu među stručnjacima, za izgrađivanje i širenje partnerstva, za unaprjeđenje prakse i za promjene u životima djece. Inačica na hrvatskome jeziku, *Kompetentni učitelji 21. stoljeća: Definicija kvalitetne pedagoške prakse* (2010, 2012), sadrži sedam područja: 1. Interakcije, 2. Obitelj i zajednica, 3. Inkluzija, različitosti i demokratske vrijednosti, 4. Procjenjivanje i planiranje, 5. Strategije poučavanja, 6. Okruženje za učenje, 7. Profesionalni razvoj. U tih sedam područja promovira se praksa koja je utemeljena na humanističkim i socio-konstruktivističkim načelima, razvojno-primjerenom praksi, individualiziranom pristupu i spoznaji da se učenje odvija u interakciji i u dijalogu između djece i odraslih, kao i djece međusobno, u duhu uvažavanja, poticanja i autonomije onog tko uči (str. 15). Korišteni je upitnik sadržavao sve ISSA-ine pedagoške standarde operacionalizirane s pomoću ukupno 85 indikatora u sedam područja kvalitetne pedagoške prakse. Primjerice, područje *Interakcije* (1.) uključivalo je tvrdnje poput ove: *Učiteljica čestim interakcijama koje tijekom dana ostvaruje sa svakim djetetom podržava njegove jake strane i potiče njegovo učenje i razvoj*. Primjeri su tvrdnji iz drugih sadržajnih područja sljedeći: *Učiteljica poziva članove obitelji u razred vodeći brigu o tome da se osjećaju dobrodošlima i pronalazi različite načine da sve obitelji uključi u odgojno-obrazovni proces* (2.), *Učiteljica uvažava*

različitosti koje postoje među djecom, obiteljima i u lokalnoj zajednici i uzima ih u obzir u poučavanju (3.), Učiteljica koristi sustavno promatranje djece i druge raznovrsne, razvojno-primjerene alate za formativnu procjenu, koji istodobno odražavaju i proces i rezultate učenja i razvoj (4.), Učiteljica djeci nudi aktivnosti koje potiču istraživanje, eksperimentiranje, samostalno otkrivanje i kreativnost (5.), Učiteljica kreira okruženje koje osigurava da se svako dijete osjeća ugodno i da ima osjećaj pripadanja (6.) i Učiteljica se koristi različitim prilikama za svoj profesionalni i osobni razvoj i time pokazuje da prepoznaje važnost cjeloživotnog učenja (7.). Sve su tvrdnje dostupne u ISSA-inim publikacijama, na engleskom i na hrvatskom jeziku, kao i na drugim jezicima, ali i u ovim izdanjima (npr., Tankersley, Brajković i Handžar, 2012; Tankersley i sur., 2012).

Sudionici su u skupinama B i C prije ispunjavanja upitnika dobili uputu da se prisjete jednog darovitog učitelja primarnoga obrazovanja čiju bi cjelokupnu odgojno-obrazovnu praksu, na temelju subjektivnoga suda darovitosti, mogli opisati kao izvrsnu, rijetku, produktivnu, pokazljivu i vrijednu, pri čemu nije bilo bitno o kojoj se dobi, radnom iskustvu ili spolu učitelja radilo. U uputi je naglašeno da je važno da je učitelj/ica, koju imaju na umu, razvila svoju darovitost u domeni obrazovanja. S tim darovitim učiteljem na umu početnici su i eksperti procijenili svaki od sudionicima različitim redom ponuđenih 85 indikatora na formatu odgovora od sedam stupnjeva, pri čemu je 1 značilo *uopće ne opisuje*, a 7 u *potpunosti opisuje učitelja/icu koju imam na umu*. Nisu dane dodatne upute. Početnici su se nešto više razlikovali u svojim procjenama indikatora, s ICC na razini 0,62, a eksperti su se, kao iskusniji edukatori, nešto više slagali u zajedničkoj slici indikatora darovitosti učitelja, s ICC na razini 0,76. Intraklasni koeficijent korelacije (ICC) je za sve sudionike i sve indikatore, koristeći se prosječnom mjerom apsolutnoga slaganja, iznosio 0,82. Kad je pozornost bila stavljena na prosječne procjene pojedinačnih 85 indikatora u dvije skupine sudionika, pokazalo se da su procjene indikatora statistički značajno i pozitivno povezane, $r(85)=0,73$, $p<0,001$, što govori u prilog visokoj sličnosti procjena početnika i eksperata. Procjene su sudionika bile zbrojene i podijeljene brojem indikatora u svakom od područja pedagoške prakse i koristile se kao kriterijske varijable u ovom istraživanju. Razlike su u procjenama između početnika i eksperata u indikativnosti sedam područja pedagoške prakse za darovitost učitelja prikazane u rezultatima.

Rezultati

Kao što je navedeno u naslovu ovoga članka, ovo je ispitivanje usklađenosti, zbog čega obrada rezultata uključuje dio koji se odnosi na ispitivanje usklađenosti studentskih implicitnih teorija o obilježjima ličnosti darovitih učitelja, analizu sličnosti i razlika u procjenama indikatora kvalitete pedagoške prakse i načina kako se oni odnose na koncept darovitosti učitelja u procjenama početnika i ekspertnih učitelja.

Studentske implicitne teorije o obilježjima ličnosti darovitih učitelja

Dijeljene su studentske implicitne teorije konvergirale u portret darovitoga učitelja primarnoga obrazovanja kao onoga koji tipično pokazuje selekcionirana pozitivna

obilježja na visokoj razini, kao i onoga koji je tipično uključen u ostvarivanje kognitivnih i socioafektivnih obrazovnih ciljeva, kao što je vidljivo iz opisa navedenih u Tablici 1. Ti podaci govore u prilog opisa darovitoga učitelja kao onoga koji u interpersonalnim situacijama izražava navedena obilježja, ali i visoku obrazovnu ekspertnost. Naime, to se može zaključiti na temelju toga što su aditivne kombinacije studentskih procjena pridjevskih opisa ličnosti darovitih učitelja (UQ) statistički značajno i pozitivno povezane sa studentskim procjenama ISSA-inih indikatora kvalitetne pedagoške prakse za te iste darovite učitelje koje su studenti imali na umu, pri čemu su korelacije značajne za sva područja pedagoške prakse — korelacije su komparativno snažnije za područja *Interakcija*, $r_s(47)=0,60$, $p=,001$, *Inkluzija*, $r_s(47)=0,59$, $p=,001$, i *Obitelj i zajednica*, $r_s(47)=0,54$, $p=,001$, kao što je navedeno u Tablici 2.

Razlike u procjenama indikatora kvalitete između početnika i obrazovnih eksperata

U obradi podataka koristila su se dva pristupa kako bi se rasvijetlio koncept darovitih učitelja u procjenama početnika i eksperata, a to su: a) klaster analiza varijabli (područja pedagoške prakse), po skupinama, i b) usporedba razlika u prosječnim vrijednostima procjena početnika i eksperata za sva područja pedagoške prakse. Broj je sudionika u svakoj od skupina bio podjednak, $\chi(1, N=108)=1,81$, $p>0,05$. Hijerarhijska je klaster analiza s prosječnim povezanostima i kvadriranim euklidskim udaljenostima između varijabli sugerirala, u skupini eksperata, veću sličnost procjena u sljedećim područjima pedagoške prakse, po redu udaljenosti: [7, 5, i 6], [2, 3], koje slijedi 4, i na kraju 1. Skupina je početnika pokazala slične klustere, na sljedeći način: [7, 6], [2, 5, i 3], koje slijedi 1, i na kraju 4. Te je homogene klusterske skupine također moguće očitati i iz visine korelacija između procijenjenih područja pedagoške prakse, kao što je navedeno u Tablici 2. Kako bi se istražile razlike u prosječnim vrijednostima procjena koje su dali početnici i eksperti, multivarijantni je pristup ponovljenim mjerenjima, analiza profila, proveden na sedam ponovljenih mjerenja između dviju skupina sudionika. Za opći test razine, s visokim procjenama u obje skupine, nije utvrđena statistički značajna razlika između početnika i eksperata u njihovim prosječnim ukupnim danim procjenama za sva područja pedagoške prakse, $F(1, 106)=3,34$, $p=0,07$, parcijalna $\eta^2=0,03$. Prosječna je procjena koju su dali eksperti bila, $M=6,38$, $SE=0,05$, a početnici, $M=6,20$, $SE=0,09$. To je uočljivo na Slici 1 kao visok prosjek i za jednu i za drugu skupinu sudionika. Razlike su u prosjecima naglašene na Slici 1 na način da je ograničen raspon ordinate (5,7 – 6,7, od mogućeg 1 – 7) s ciljem ilustracije puno važnijega podatka razlike između skupina u jednom od područja procijenjene pedagoške prakse kako se ona odnosi na darovite učitelje. Postojeće razlike u procjenama područja pedagoške prakse između samih su područja bile vrlo male (prosjeci se procjena područja nalaze u rasponu od 6,18 do 6,41), a procjene su početnika i eksperata bile vrlo usklađene. Koristeći se Wilksovim kriterijem, profili

su statistički značajno odstupali od paralelnosti, $F(6, 101)=3,82$, $p=0,002$, parcijalna $\eta^2=0,18$. No, relevantno za raspravu o razlikama između početnika i eksperata jest samo to da su eksperti procijenili statistički značajno indikativnijim za darovite učitelje indikatore kvalitete koji pripadaju području pedagoške prakse koja se odnosi na uključivanje *Obitelji i zajednice*, $t(106)=-3,04$, $p=0,003$ ($M=5,97$, $SE=0,11$, u odnosu na $M=6,38$, $SE=0,06$), kao što je uočljivo na Slici 1.

Tablica 1 i 2

Slika 1

Rasprava

Idiosinkratska tvorba poticajnoga okruženja za učenje od mudroga učitelja, na licu mjesta; koja je, premda neopipljiva, od važnog utjecaja; složeni, integrirani tekući mozaik produljene osobne responsivnosti i odgovornosti; jasno priznanje nedosljednosti u svakodnevici obrazovanja, kao i granica učiteljeva utjecaja na učenikov razvoj; trajno prisutna namjera obrazovno ulagati u učenikov razvoj unatoč ograničenoj ili nepredvidljivoj budućoj koristi od toga ulaganja — sve se to može uporabiti u cilju opisa učiteljeve uloge kao edukatora. Neki od učitelja nauče i pokazuju kvalitetnu pedagošku praksu, uz javno priznanje i nagrade.

Kao što rezultati pokazuju, ISSA-ina definicija kvalitetne pedagoške prakse, koja se koristila u ovom istraživanju, dijeli sličnosti s implicitnim teorijama početnika, ali i obrazovnih eksperata, i o ličnosti i o ponašanjima koja se u obrazovnom kontekstu pripisuju darovitim učiteljima, što je uočljivo u visokim prosjecima svih procjenjivanih područja pedagoške prakse u oba uzorka. To pruža podršku konstruktnoj valjanosti operacionalizacije darovitih učitelja kao onih koji *kompetentno pokazuju konsenzusno dogovorene indikatore kvalitete na visokoj razini u različitim područjima pedagoške prakse*. Ponašajna definicija darovitosti, poput one koja je predstavljena u ovom istraživanju, identificira darovitost ne kao nejasan, nepotpun ili kao konstrukt koji bi trebalo izbjegavati u obrazovnim istraživanjima. U svojoj je naravi takva ponašajna definicija razvojna i društvena, čime pruža podršku razumijevanju darovitosti u odrasloj dobi kao razvijajuće ekspertnosti. Zanimljivo je da kad se prosječna dana ocjena svih sudionika na svim indikatorima kvalitete iskaže brojem, onda je vrijednost 6.30 od 7, što predstavlja gornjih *deset posto* od moguće ocjene. Tih gornjih deset posto opetovano se pojavljuje u istraživanjima o darovitosti kao razina kompetentnosti koja se opisuje pojmom *talent*. Uspješnu transformaciju potencijalne darovitosti u aktualizirani talent, prema mišljenju Gagnéa (2005), predstavlja razina postignuća iznad 90. percentila u usporedbi s vršnjacima sa sličnim ulaganjem u rad u polju. Ipak, donošenje takvih binarnih odluka o tome je li neki učitelj darovit ili nije, a upotrebom arbitrarnoga kriterija od deset posto pri identifikaciji darovitosti, nije nešto što bismo savjetovali. To je, zasigurno, razina postignuća i kvalitete kojoj je potrebno težiti i koju je potrebno razvijati tijekom obrazovne karijere, a koja je jasno uočljiva i mjerljiva. S

druge strane, ne treba zanemariti da se eksplicitno socijalno vrednovanje darovitosti i darovitih učitelja može koristiti kao jedan od načina privlačenja najsposobnijih, najkreativnijih i najpredanijih studenata u domenu obrazovanja. Predstavljanjem obrazovanja kao domene u kojoj su otvorene mogućnosti za razvoj, ali i socijalno priznanje, kompetencije, ekspertize i, na kraju, eminentnosti, moglo bi se utjecati na privlačenje kandidata s najvećim potencijalima za razvoj, kao što je to već prisutno u nekim europskim zemljama, što je itekako od ključne važnosti za promidžbu obrazovanja učitelja i održiv razvoj obrazovanja na korist naših zajednica.

Općenito govoreći, pokazatelji ovoga istraživanja upućuju na činjenicu da poučavanje u skladu s ponašajnim indikatorima kvalitetne pedagoške prakse, i to onima prema ISSA-inoj definiciji, i u umovima početnika i eksperata predstavlja opis ponašanja koja već pokazuju primjerni daroviti učitelji. Sposobnost, kreativnost i usmjerenost na zadatak, kao klasteri osobina u podlozi darovitosti, mogu se primijeniti na sva područja pedagoške prakse i u njima lako prepoznati i povezati s rezultatima ovoga istraživanja. Primjerice, što se tiče sposobnosti, istraživanja pokazuju da osim što posjeduju intenzivno znanje o sadržaju koji poučavaju, eksperti su uspješniji u nadgledanju razine učenikova učenja, dajući povratnu informaciju koja učenicima pomaže u učenju, vodeći učenike prema složenijim kognitivnim razinama i pritom razvijajući učeničku motivaciju za učenje. Vještiji su u kombiniranju strategija i u mijenjanju početnih planova, a kako bi zadovoljili potrebe učenika s jedne strane, i obrazovnih ciljeva s druge (Hattie, 2009, 2012; Klassen i Tze, 2014). Usmjerenost na zadatak, kad se primijeni na učitelje i poučavanje, može se ilustrirati rezultatima i ovoga istraživanja, primjerima aktivnoga cjeloživotnoga sudjelovanja u profesionalnom usavršavanju, davanjem pravodobnih povratnih informacija učenicima o njihovu napretku i postignuću, ali i aktivnim promicanjem partnerstva s obitelji i zajednicom, što sve snažno ovisi o kontinuiranoj motivaciji učitelja. Što se tiče posljednjega klastera osobina, ključno je napomenuti da se učiteljeva kreativnost ne sastoji i ne izražava u izvedbi poput umjetnika, primjerice glazbenika, inovatora ili istraživača, već u kreiranju okruženja za učenje koja potiču znatiželju, izražavanje ideja, poduzimanje rizika, interakciju i neovisno prosuđivanje, kao i prepoznavanje, ohrabrivanje i evaluiranje napretka svakoga pojedinoga učenika i njegove kreativnosti (Baer, 2013), čime se ostvaruje veza s učenikovom kreativnošću (Chan i Yuen, 2014). Kreativnost se ogleda ne samo u kreiranju okruženja već i cjelokupnoga višegodišnjega procesa odgoja i obrazovanja, didaktičkih materijala, obrazovnih sadržaja i svega ostaloga, što najbolje znaju sami učitelji. Važno je samo naglasiti da su implicitne teorije učitelja o tome što predstavlja kreativnost djelomično područno specifične i snažnije usmjerene prema interpretaciji kreativnosti preko umjetnosti, komunikacije, zabave, osobne njege i igre, ali ne i preko matematike (Rački, Katalenić, i Gregorović, 2015), premda općenito upućuju na povezanost kreativnosti i sustavnoga usvajanja znanja (Rački, 2015), što je ključno. Ne iznenađuje da je kreativnost u poučavanju, tj. pronalaženje metodičkih načina i postupaka kako na optimalan način ostvariti postavljene obrazovne i odgojne

ciljeve u učenika, jedan od propisanih kriterija za napredovanje učitelja i stjecanje zvanja učitelja mentora ili savjetnika u Republici Hrvatskoj (*Pravilnik o napredovanju učitelja i nastavnika u osnovnom i srednjem školstvu*, 1995).

Specifičnije, što se tiče samih područja pedagoške prakse, *Interakcije* i *Inkluzija* su kao područja dobila usporedno najviše ocjene i u procjenama početnika i u procjenama eksperata. Ne iznenađuje da su interakcije između odraslih osoba i djece, kao i vršnjačke interakcije, česta tema obrazovnih istraživanja, baš zbog toga što utječu na dječji tjelesni, socijalni, emocionalni i kognitivni razvoj (Breeman i sur., 2015; Cabell i sur., 2015; Jellesma, Zee, i Koomen, 2015; McCormick i sur., 2013). Ti nalazi upućuju na to da poučavanje u skladu s razvojnom i diferencijalnom psihologijom, drugim riječima, u skladu s interindividualnim razlikama koje ljudi razvijaju i pokazuju, predstavlja opis ponašanja darovitih učitelja. Važnijom ulogom u konceptualizaciji darovitosti učitelja u područjima pedagoške prakse *Interakcije* i *Inkluzija* kod početnika, koje slijedi područje *Strategija poučavanja* kod eksperata, tim redom, kao i razlikama u procjenama područja *Obitelj i zajednica*, rezultati također upućuju na stanovite kvalitativne nijanse kako obrazovno iskustvo može oblikovati i utjecati na dane procjene. Osim što se mijenja fokus pedagoške prakse, čini se da se razina kriterija koji opisuju kvalitetnu pedagošku praksu koja opisuje darovitost u učitelja *podiže* u funkciji ekspertnosti, tj. postaje stroža, što se vidi na Slici 1, za sva područja pedagoške prakse. Najviše su takve razlike u procjenama početnika i eksperata uočene za područja *Obitelj i zajednica* ($p=,003$), *Profesionalni razvoj* i *Strategije poučavanja*. U skladu s uključivanjem mudrosti u teorije darovitosti, mudre su osobe, mudri učitelji, vjerojatno svjesniji da kao učitelji, kada rade sami, dodatno pritom zanemarujući vlastiti profesionalni i osobni razvoj i usvajanje novih strategija poučavanja, imaju relativno manju mogućnost utjecati na učenikovo učenje, i vjerojatno su svjesniji toga da su usuglašeni naponi i djelovanja doma, obitelji, škole i društva nužni za optimalno učenikovo učenje. Takav oblik realističnoga mišljenja predstavlja zrelije mišljenje koje može biti obilježje mudrijih (Fung, 1996, str. 100), darovitih učitelja.

Zaključci

Zaključno, s time što su s visokim slaganjem opisali darovite učitelje s pomoću indikatora kvalitetne pedagoške prakse, početnici su i eksperti pružili neizravnu potporu tumačenju obrazovanja kao domene darovitosti. Očekuje se da se darovitost u odrasloj dobi iskazuje kao kompetencija, ekspertnost i eminentnost. Područja pedagoške prakse mogu se shvatiti kao sadržaj obrazovanja kao domene darovitosti, tj. polje ekspertize koja se od učitelja zahtijeva. Svako od sedam područja pedagoške prakse u tom polju zahtijeva od učitelja ciljano usvajanje i usavršavanje i znanja i načina djelovanja u kontekstu obrazovanja. Moguće je da uočene razlike u procjenama u korist eksperata upućuju na veću razinu zrelosti i mudrosti u poučavanju u ekspertnih učitelja. Veće preklapanje nekih područja pedagoške prakse i pretpostavljenih osobina ličnosti darovitih učitelja u procjenama početnika upućuje na to da je moguće da se ličnost učitelja snažnije izražava putem interakcije, inkluzije i

uključivanjem obitelji i zajednice u praksu poučavanja. To upućuje na to da početnici s ekspertima dijele razumijevanje takvoga zajedničkoga puta razvoja ekspertnosti, što je potrebno potvrditi u budućim istraživanjima. Dodatno, u skladu s tumačenjem darovitosti kao razvijajuće ekspertnosti, područja se pedagoške prakse mogu koristiti za izradu individualiziranih planova cjeloživotnog usavršavanja učitelja. Primjerice, općenito govoreći, što je opet potrebno prilagoditi svakom zasebno, početnike se može posavjetovati da više pažnje i naglaska pridaju području razvoja partnerstava s obitelji i zajednicom, a ekspertima da se snažnije usmjere na nadzor, procjenu i planiranje, zbog značajnih povezanosti djelovanja učitelja u tim područjima i postignućima učenika, kako pokazuju prethodna obrazovna istraživanja.

Ograničenja i implikacije za buduća istraživanja

Ovo istraživanje ima svojih ograničenja koja služe kao upozorenje protiv pretjerane generalizacije rezultat od kojih je najvažnije to da je u istraživanju sudjelovao relativno malen broj sudionika u specifičnim, nacionalno vezanim obrazovnim okolnostima. U istraživanju nije mjerena razina ekspertnosti iskusnih učitelja, kao ni u uzorku studenata učiteljskoga studija, što je potrebno uključiti u budućem istraživanju. Podatci prikupljeni u ovom istraživanju odnose se na procjene odabrane skupine indikatora koji pripadaju jednom pravcu istraživanja obrazovanja i kvalitetne pedagoške prakse (ISSA). To može dovesti u pitanje valjanost i širinu tumačenja konstrukta kvalitetne pedagoške prakse, kao i pitanje strukturalnih obilježja predloženih skupina indikatora, što je sve dostupno budućim istraživanjima. Unatoč tome, ovo istraživanje ima snažne implikacije za obrazovnu praksu jer je utemeljeno na sudjelovanju visokoselekcionirane skupine na temelju pravilnika o napredovanju prepoznatih obrazovnih eksperata. Istraživanje time pruža potporu dijalogu i osigurava strukturu za dijalog o tome što predstavlja izvrsnost u obrazovanju, kao i što se podrazumijeva pod tim da je netko nominiran za darovitoga učitelja. Kao takvo, ovo istraživanje može poslužiti u trajnoj promidžbi ciljanoga područnog obrazovanja učitelja prije i tijekom rada, ali i za pokretanje utjecaja na povoljnije vrjednovanje obrazovanja od javnosti, na način da se obrazovanje započne tumačiti u javnoj raspravi kao jedno od područja u kojem se darovitost razvija i pokazuje.

Napomena

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