

Crucial Determinants Affecting the Attitude of Czech Educators toward Education of Extraordinarily Gifted Learners

Abstract

Our aim was to examine:

1. What the prevailing attitudes of Czech teachers to the gifted and their education are.
2. What influence on forming such an attitude is adopted in our environment by potential, in foreign research studies empirically described variables. Especially the level of education, sex, teaching qualification, a gifted family member, gifted child in teacher's class and perceiving oneself as gifted.

Participating teachers (N=150) with different teaching qualifications were addressed within various educational programmes offered by Masaryk University in Brno.

Key words: *giftedness, teachers' attitudes, teachers' attitudes toward education of extraordinarily gifted learners.*

The care for extraordinarily gifted pupils and students in the Czech Republic started to develop only a few years ago. Especially due to the adverse political conditions, it was impossible to advance this area to a larger extent as was typical in some other European countries (such as in Great Britain, the Netherlands, Germany, etc.). Therefore, there occurred a large idle period in the process of implementing significant changes and conducting important research in the particular area. Further on, we will try to give a brief summary of the development in this area in order to have a better understanding of the current situation.