

of elitism and which were not related so much to particular educational measures, for example acceleration, integration, etc.

Another crucial finding that resulted from our pilot study is the fact that the attitudes mentioned above are significantly affected by the predictor empirically verified in foreign studies, labelled as “*Contact with giftedness*”. Teachers who have a gifted family member or perceive themselves as gifted adopt a more positive attitude toward these issues.

We would like to deal with similar types of research in the future. We intend to examine the importance of the individual identified significant variables for the formation of attitudes toward giftedness among the regular teaching population in greater detail. We are to focus particularly on correlations that we have not been able to explain in this study so far. Furthermore, we would like to eliminate subjectivity in the evaluation of the occurrence of the gifted in respondents’ classes and concentrate on the evaluation of teachers’ attitude toward real diagnostically identified extraordinarily gifted children. We regard as highly important to examine the potential developmental changes in the depicted attitudes that can occur as a result of a more frequent realisation of new educational measures at schools with regard to identified gifted learners.

We believe that the given findings will enable the process of implementing changes into the Czech education system to be optimised regarding the gifted population as well as training of teachers and preservice teachers to work with extraordinarily intellectually gifted children.

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