

# Teachers' Perspectives In North Italy and In The Netherlands: How Teachers Approach Gifted Students

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PhD student (University of Bologna, Italy), teacher trainer and counselor in Gifted & Talented Education. She has presented at 37 national and international conferences/seminars/summer schools. She has written 15 articles in national and international reviews. Her research topic is Gifted & Talented Education (teachers' perspectives, underachievement and twice-exceptional students, with an inclusive approach).

# Gifted Education in the Netherlands



Education of gifted students is part of the regular education. Schools determine how they design that education. Many schools have special programs. There are special services, like pull out programs and full time gifted education (Dutch Ministry of Education, n.d.)

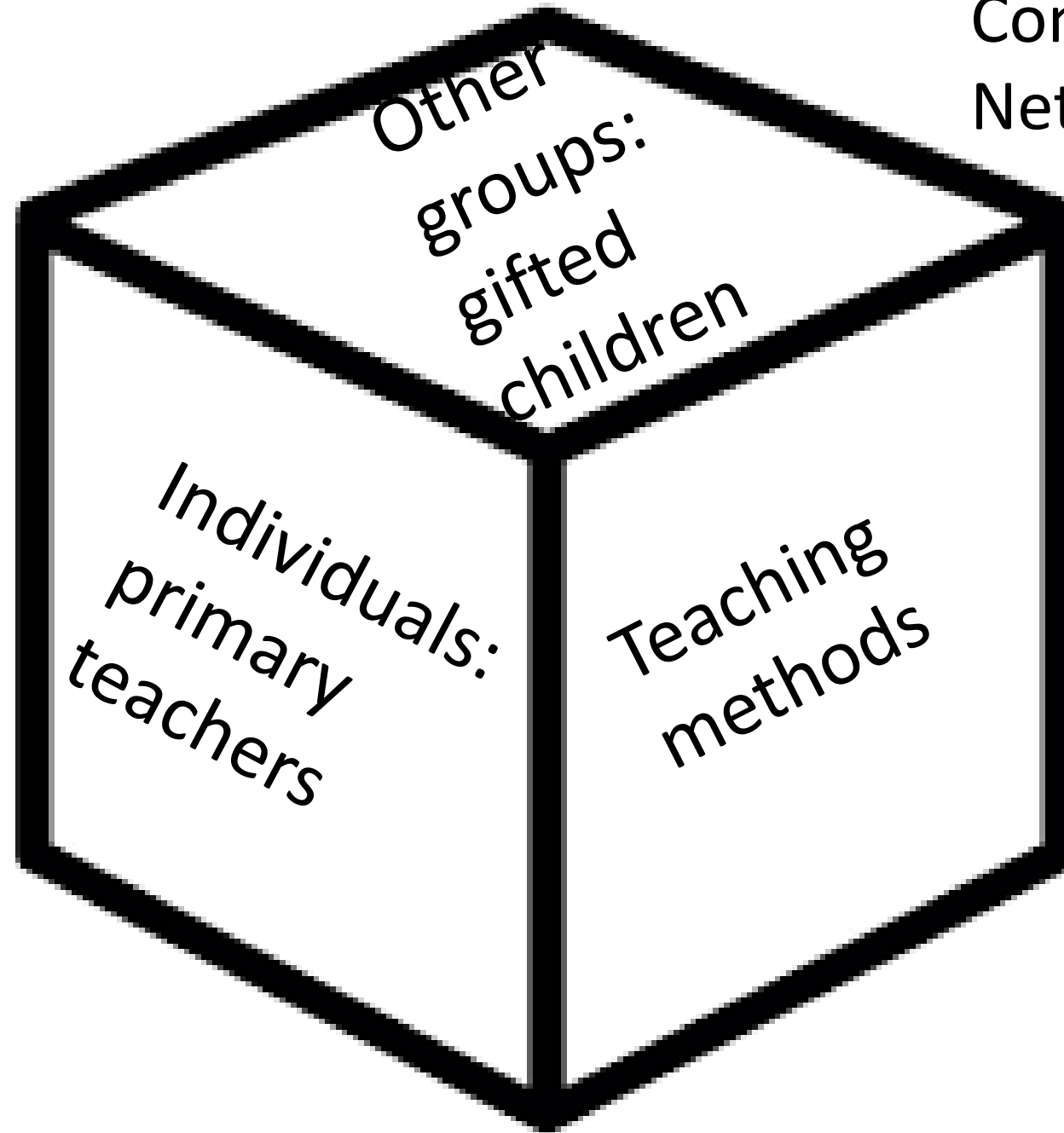
Since 1992, in the Netherlands, there have been organizations that train teachers on the basis of recent scientific discoveries (e.g. RITHA (Radboud International Training High Ability))

# Gifted Education in Italy



- The first project of Gifted Education started in December 2012; it was funded by the Veneto region (in North Italy).
- In 2015 the Veneto region wrote local guidelines for teachers.
- The Italian Ministry of Education started in June 2018 to gather the main experts in gifted education to write National Guidelines (the work is in progress).

# Comparative research Netherlands- Italy



# Teachers' perspectives

Teachers' perspectives play a key role in:

- influencing the will of teachers to take into consideration the needs of the gifted (Moon & Brighton, 2008; Megay-Nespoli, 2001; De Wet & Gubbins, 2011)
- teaching to gifted students (Schroth & Helfer, 2009; Moon & Brighton, 2008; Persson, 1998).

Teachers' perspectives were studied in much USA research (e.g. Lee, 1999; Moon & Brighton, 2008; Siegle, Moore, Mann & Wilson, 2010; Speirs Neumesteir et al., 2007), but we know less about this topic in Europe.

# Sample and research questions

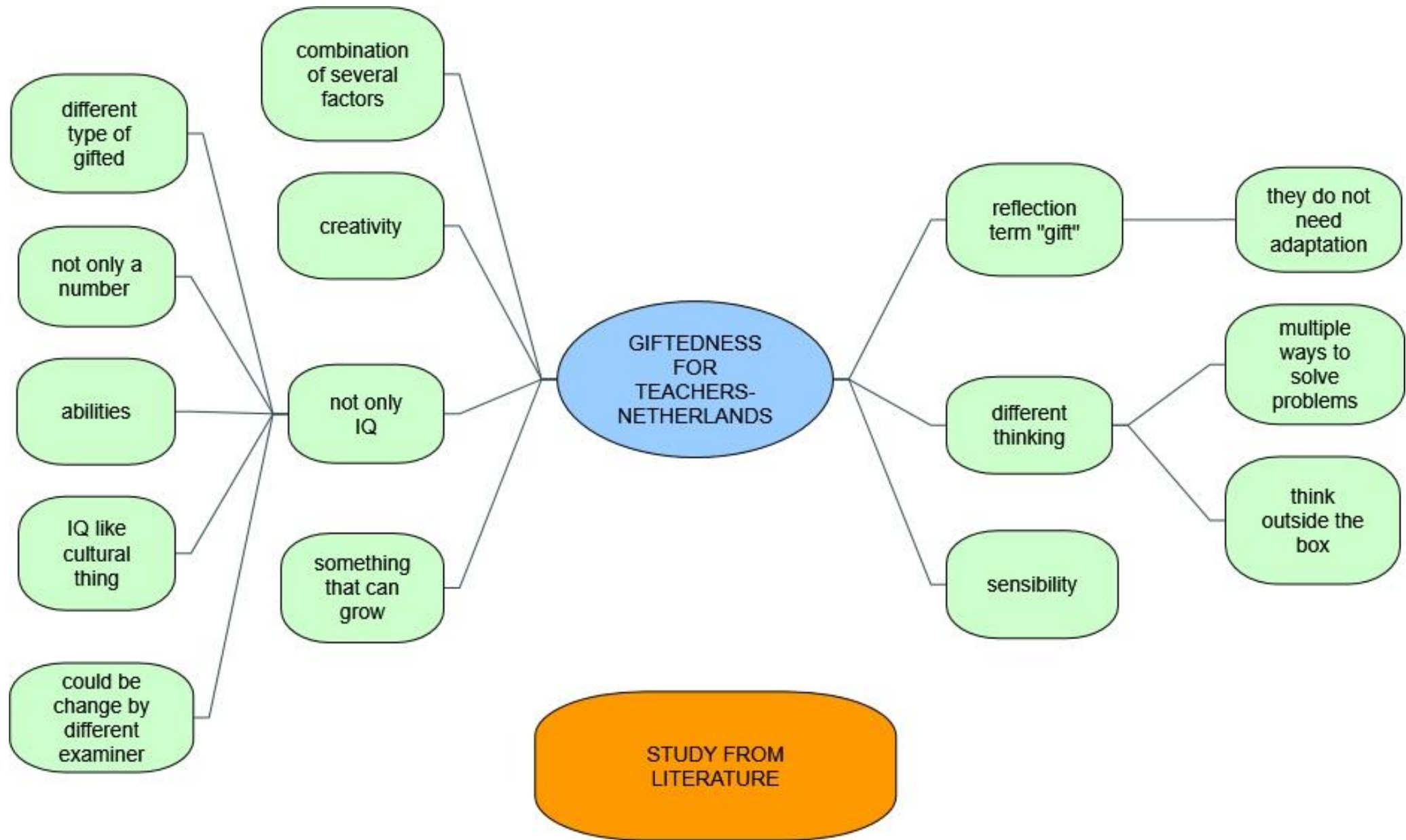
- Dutch sample: 4 focus groups with 19 primary teachers (between May and June 2018)
- Italian sample: 5 focus groups with 37 primary teachers (between November and December 2018)

*All teachers had to work with at least one gifted child*

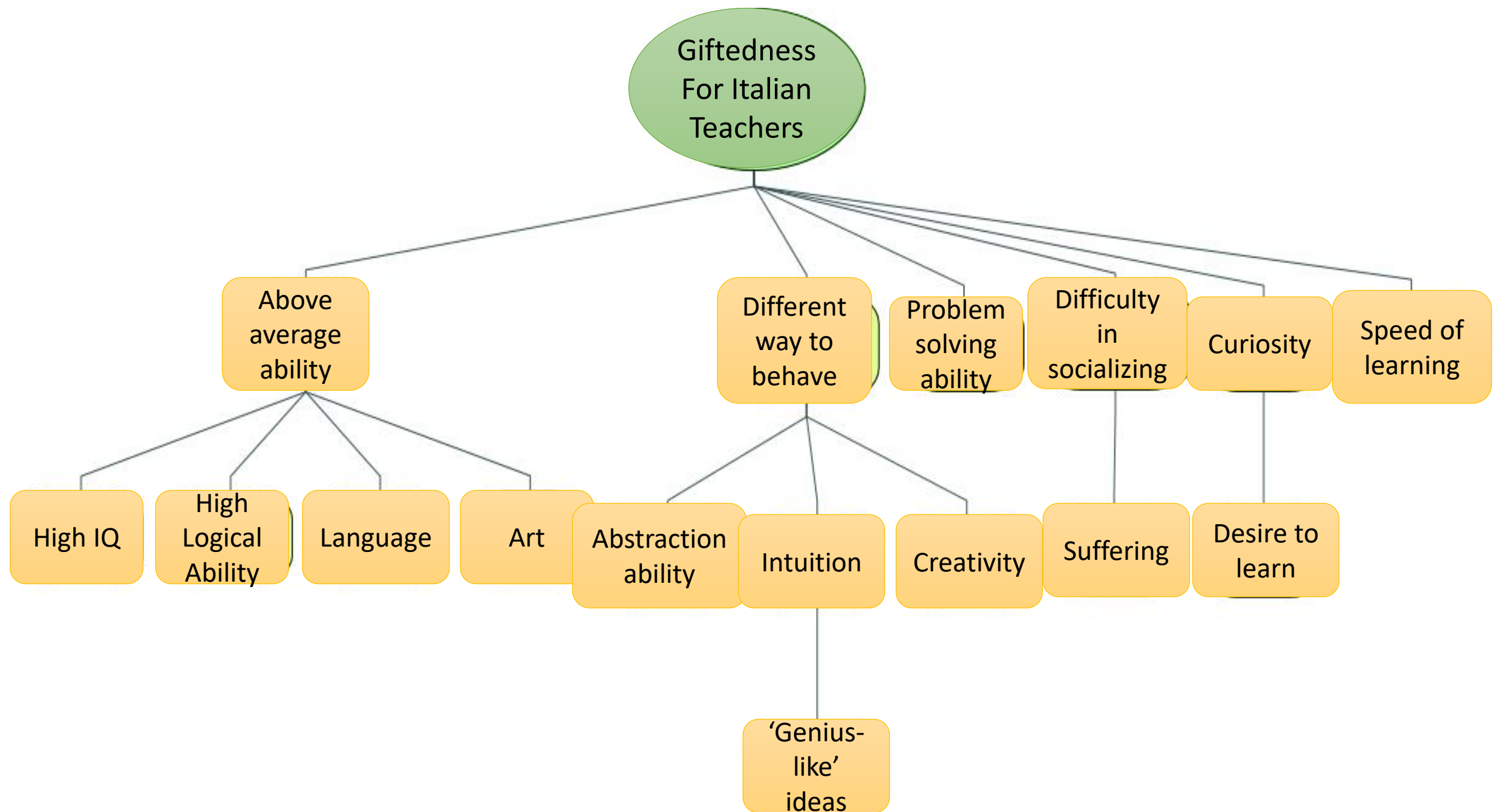


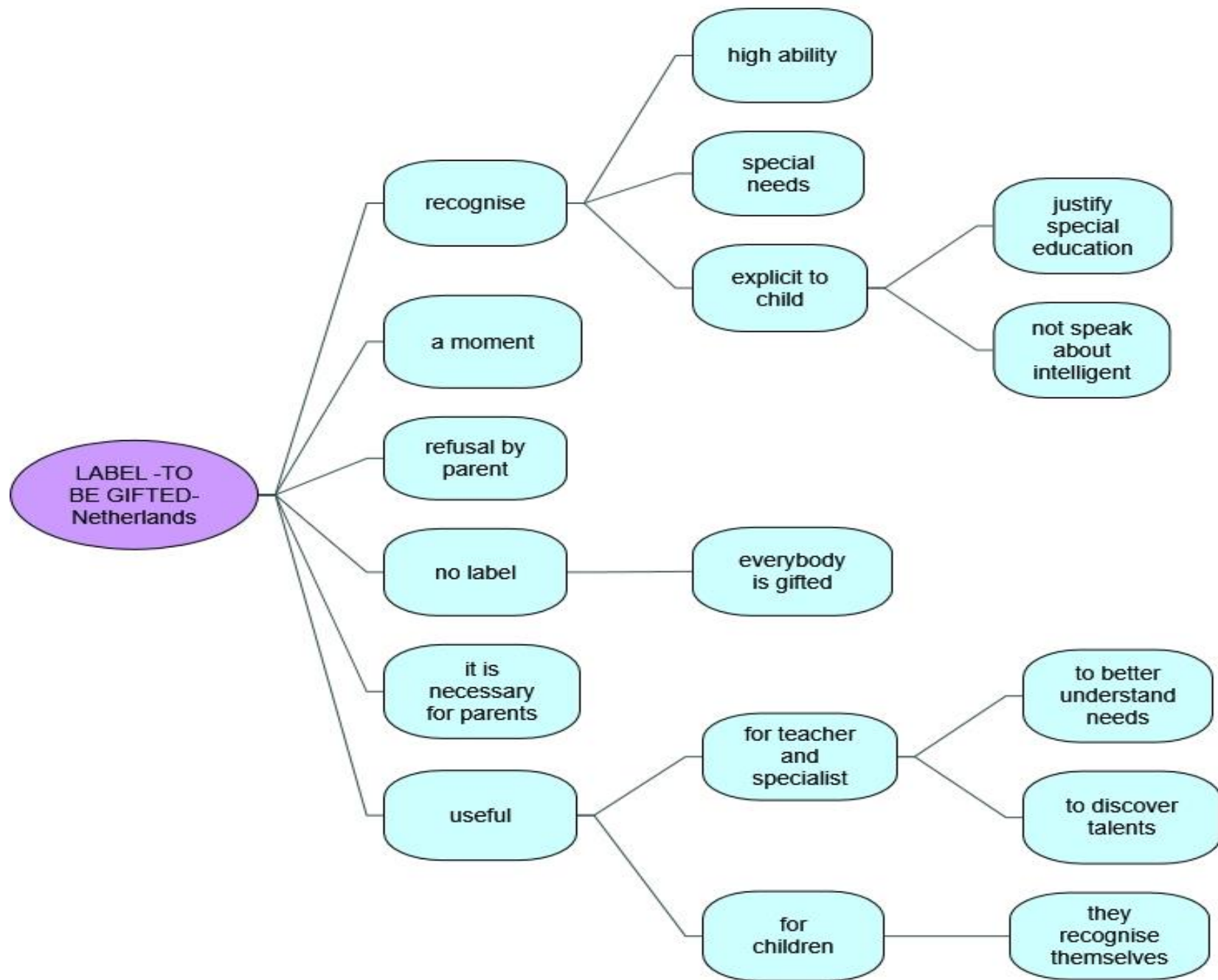
- What is giftedness in your opinion?
- What do you think about the label «to be considered gifted»?
- What teaching do you adopt with gifted children?
- How is the relationship between you (as a teacher) and parents of gifted children?

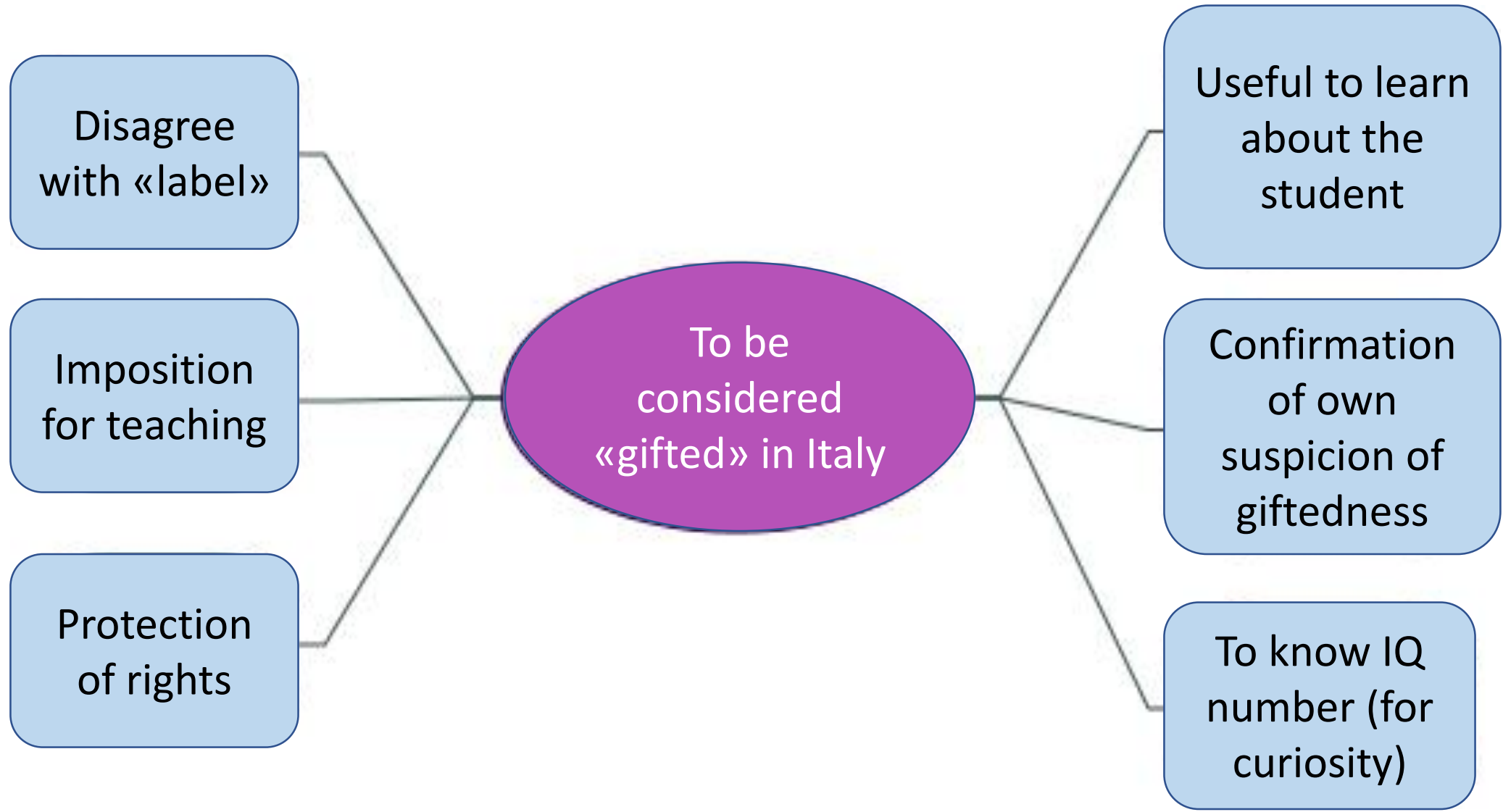


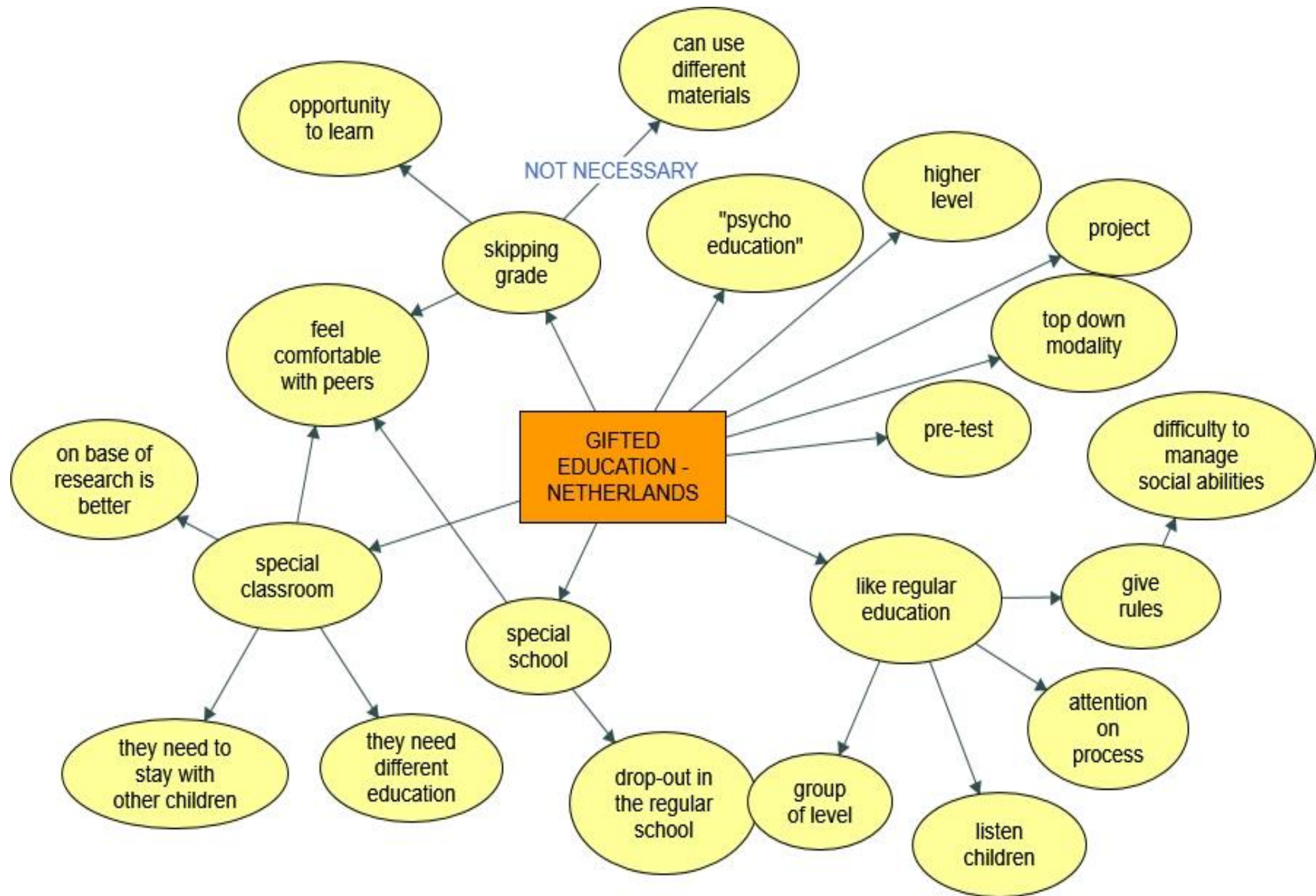


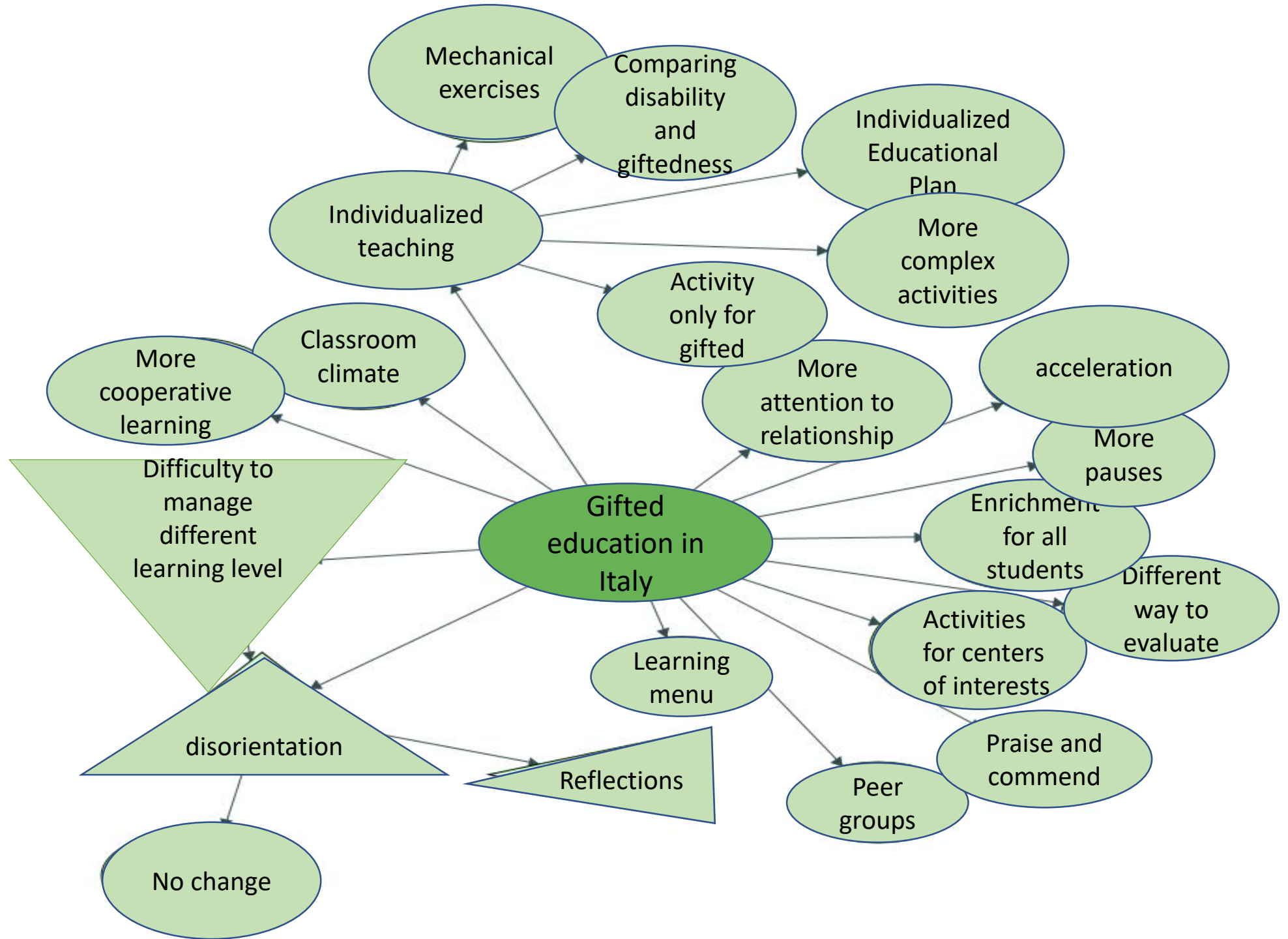












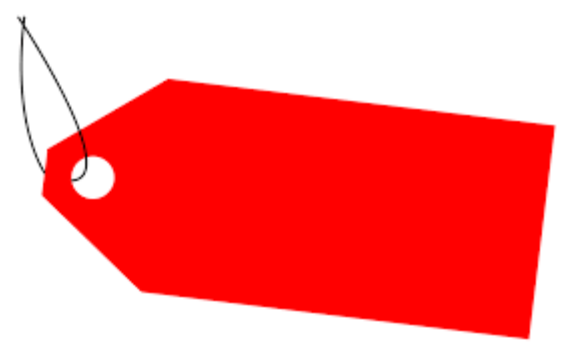




# Conclusions –Giftedness-

- Giftedness is defined as an attitude based on literature (for Dutch teachers) and based on personal experience (for Italian teachers).
- Both Italian and Dutch teachers declared that giftedness is a different way of thinking, it regards creativity and problem solving ability. Some Italian teachers seem to be more linked to an «IQ view» of giftedness (Gifted Child paradigm, Dai, 2018) rather than Dutch teachers who think giftedness is something that grows (Talent development paradigm, Dai, 2018).
- We noticed a «harmony view» from Dutch teachers and a «disharmony view» from Italian teachers (for a harmony and disharmony hypothesis see Baudson e Preckel (2013)).

# Conclusions –Label-



- Both Italian and Dutch teachers think that a «label» could be useful, but sometimes it is better «no labelling».
- For some Italian teachers it is important to know IQ score (unitary conceptions, Terman, 1926 and Hollingworth, 1946). For some Dutch teachers IQ reflects only a moment and it depends on cultural context (influence of context e.g. Gagné, 2000).

# Conclusions –Gifted education-

- The Netherlands
  - special schools/ classroom, instead in Italy there are not.
  - Teachers pay attention to the process and they do peer group activities.
- Italy
  - No special schools/classrooms: differentiation in the regular classroom
  - Teachers pay attention to the process and they do peer group activities.
  - Teachers seem to be disorientated concerning gifted students



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