

Gifted and regular pupils' views of characteristics of good primary school teachers





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Tulips



cheese



xxx

Holland



Amsterdam



den shoes



AMSTERDAM

Gifted pupils

Definition of the American National Association for Gifted Children:

“Those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence” (NACGC, 2011, p. 1).



Background

- ❖ Underachievement of gifted Dutch pupils (Driessen, Mooij, & Doesborgh, 2007; OECD, 2016)
- ❖ Teachers' attention for special needs pupils (Deunk et al., 2015)
- ❖ Teachers' difficulty teaching gifted pupils (De Heer, 2017; Doolaard & Oudbier, 2010)
- ❖ Low motivation for school (Meelisen & Punter, 2016; Pisa, 2012; TIMSS, 2011)

Motivational perspective: SDT

- Self Determination Theory (Deci & Ryan, 2000)
- Need-supportive education:
 - A. Autonomy
 - B. Relation (**B**onding)
 - C. **C**ompetence

A. Autonomy

Offering choice

- choosing assignments
- organise their own activities

Fostering relevance

- explain goals
- show why something has to be learned

B. Bonding/relatedness

Proximity and affection

- kindness
- listening, understanding

Belongingness

- all pupils are equally important
- feeling of belonging/part of the group

C. Competence

Clarity

- rules and routines
- consistent behaviour

Guidance

- clear explanation
- help with task management



Research question

Which are characteristics of good teachers in primary education according to gifted pupils in comparison to other pupils?

Respondents

- 891 pupils
- ages between 9 – 12 years old
- 463 gifted pupils (297 boys (65%), 163 girls, 3 unknown)
- special programs for gifted pupils
- 428 other pupils (216 boys (50%), 212 girls)

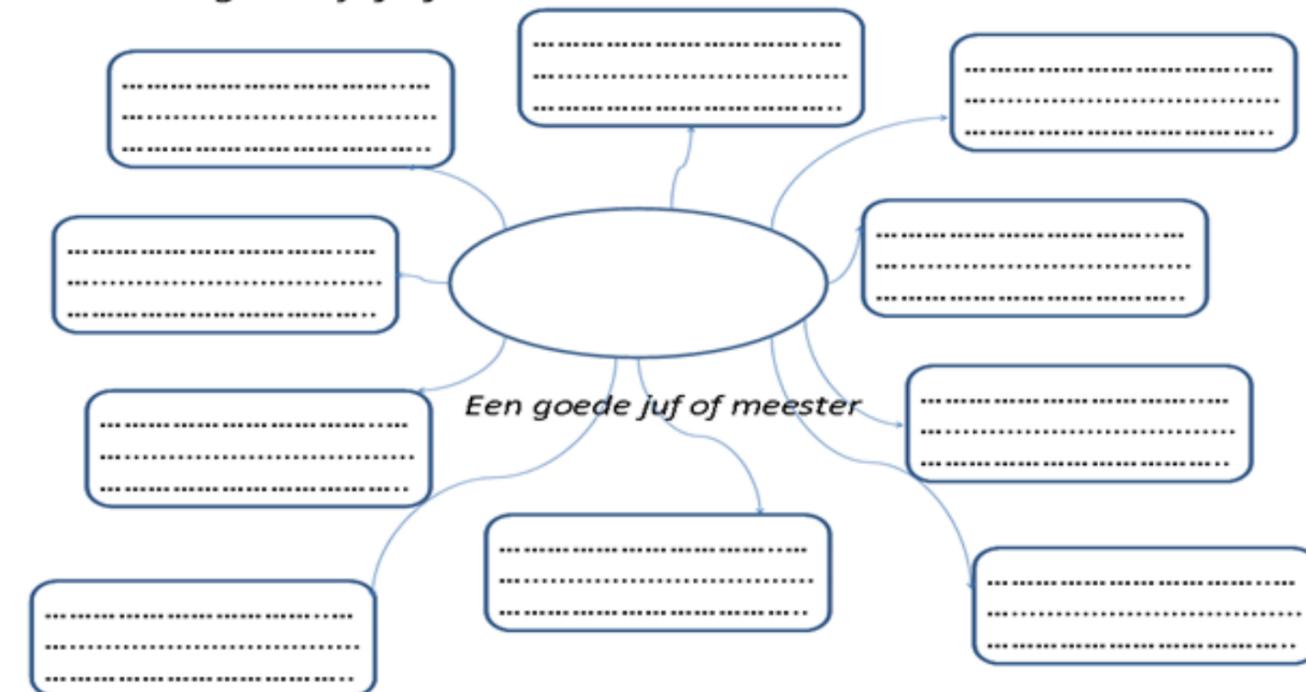
Data analyses

Autonomy: offering choice
fostering relevance
showing respect

Relatedness: proximity and affection
belongingness
dependability

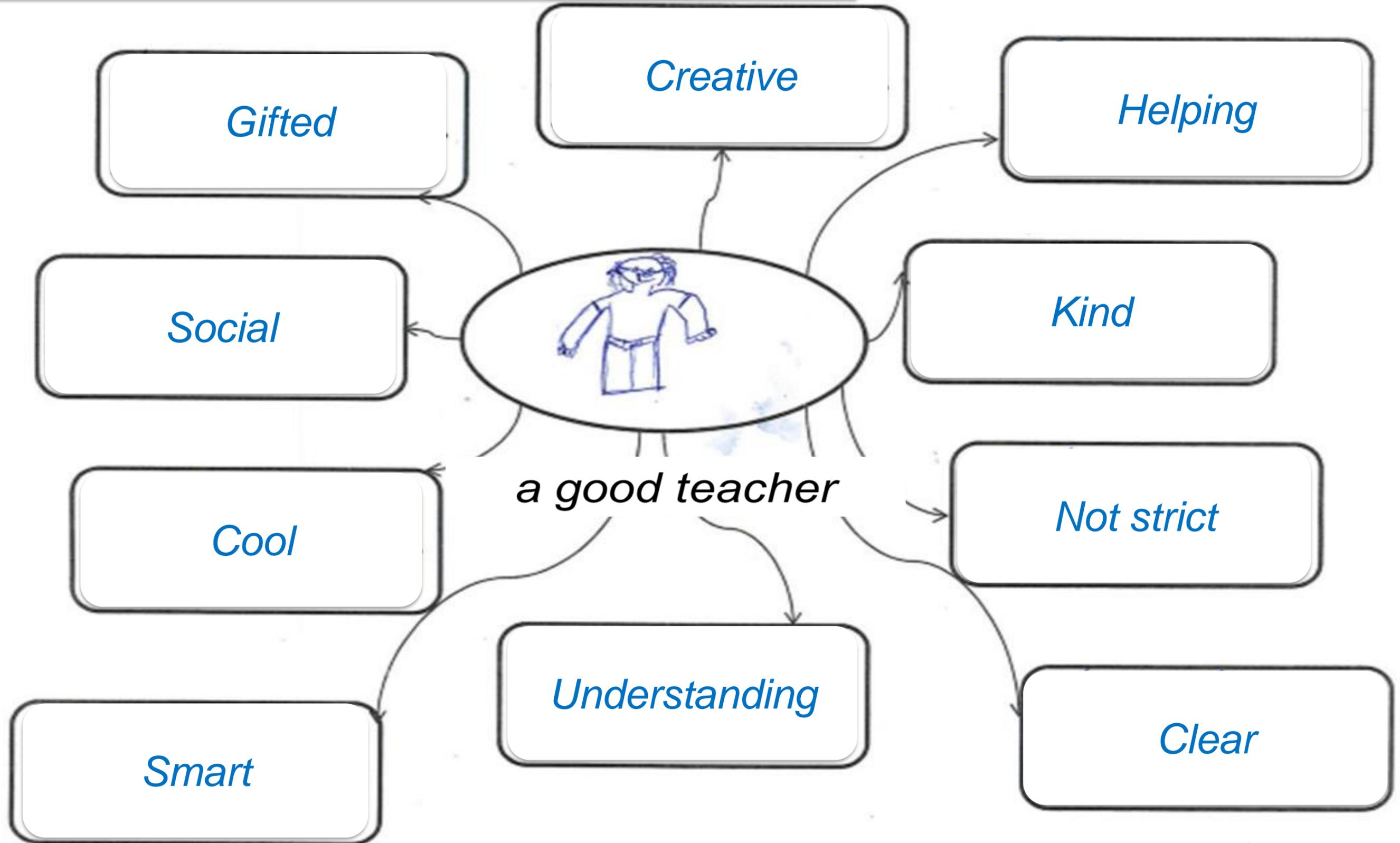
Competence: clarity
guidance
encouragement
feedback

Wat is een goede juf of meester?



(Stroet, Opdenakker, & Minnaert, 2013)

What is a good teacher for me?



Characteristics of good teachers

Basic need	Gifted pupils	Other pupils
1. Relation	43%	40%
2. Competence	39%	40%
3. Autonomy	10%	11%
4. Other	8%	9%

Specific characteristics of good teachers

Basic need	Gifted	Other
1. Relation: affection	31%	32%
2. Competence: guidance	21%	22%
3. Competence: clarity	15%	17%
4. Relation: attunement	12%	8%
5. Different: fun	8%	9%

Gender differences gifted pupils

		boys	girls
1. Relatedness*:	affection	31,1%	30,6%
	proximity	10,4%	13,7%*
2. Competence*:	guidance	22,3%*	18,9%
	clarity	16,3%	14,3%
3. Autonomy*:	choice	3,7%	4,6%
	fostering relevance	1,5%	2,6%*
4. Different:	fun/adventures	8,7%	7,9%



Conclusions

1. Relatedness was mentioned most

- understanding
- especially gifted girls

2. Competence

- instruction when needed and guidance for the gifted
- fair and honest rules

3. Autonomy

- not mentioned frequently
- choice



Practical implications

1. Relatedness

- pedagogical sensitivity of teachers
- positive classroom climate

2. Competence

- specific instruction and guidance for the gifted
- fair and honest rules, clarity
- consequent teacher behaviour

Limitations

- ❖ only Dutch primary school pupils (from gifted programmes)
- ❖ open instrument





Thank you for your attention

