

Introduction

The present study investigates educators’ and parents’ perceptions, that is whether they are similar or different, about giftedness and especially considering the general and specific characteristics of gifted children, the particular skills/ talents and the behaviors that they display and also, three areas of giftedness, which are cognitive abilities, motivation and creativity.

Hypothesis

Based on the literature review, it was expected that there would be similarity, but also divergence of views between teachers and parents for students who nominated by teachers as gifted.

Methodology

The research was attended by 26 educators of primary and secondary education and 79 parents of students, who are studying in the 4th, 5th and 6th class of elementary school and in the 1st and 2nd grade of middle school. All the participants completed scales based on the general and specific characteristics of giftedness, special abilities/talents and behaviors based on some of the «Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS; Renzulli, Smith, White, Callahan, Hartman & Westberg, 2002)».

Results

The results confirmed the corresponding convergence of their responses, but also a degree of differentiation in some sets of characteristics.

Conclusion

The differentiation of the responses between the groups may arise due to various factors. For example parents’ perceptions are shaped by observing the child’s progress in a different environment and under different conditions comparing to teachers.

Furthermore, parents consider the abilities of their children in a more emotional way than the educators, who have a more realistic option.

On the other hand there are also similarities between the two groups’ opinions referring to giftedness, which is important, because it leads to an objective basis for the creation of an appropriate plan focused on the needs of the gifted children in greek schools.

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