

**PREMISLEK O KAKOVOSTI: GLAS NADARJENIH UČENCEV V
IZOBRAŽEVALNEM KONTEKSTU**

“Kar je potrebno in zadostno za nenadarjene je potrebno, a nezadostno za nadarjene, ki potrebujejo več in drugačne učne izkušnje, da bi lahko uresničili svoje potenciale.” A.J. Tannenbaum

Obdobje postmoderne je na preizkušnjo postavilo različne vidike izobraževanja, med njimi denimo premislek o temeljnih konceptih, njihovo transcendenco od nespremenljivega k fluidnemu in poudarjanje njihovega razumevanja z vidika širšega kulturnega konteksta. V skladu s temi premiki je bilo v zadnjih desetletjih zaznati tudi različne spremembe na področju izobraževanje nadarjenih učencev (npr. konceptualizacija nadarjenosti, cilji izobraževanja nadarjenih, modeli izobraževanja nadarjenih) zato se zdi smiselno pozornost posvetiti raziskovanju kakovosti tega razvoja. Ta potreba v sodobnem času sicer dobro prepoznana, a še vedno brez ustreznega raziskovalnega podstata ter jasnih odgovorov na ključna vprašanja o kakovosti. Kakorkoli, kakovost v izobraževanju nadarjenih učencev je danes pojmovana kot dinamičen in večplasten fenomen, ki je prednostno mišljen v smislu potrebe, ne luksuza, in usmerja h kulturi odličnosti, katere cilji in standardi pa so lastni posameznim deželam in kontekstom. Poleg tega gre na tem mestu omeniti tudi raznolikost v pojmovanju mehanizmov, ki opredeljujejo osnovni okvir kakovosti v izobraževanju nadarjenih učencev. Po UNICEFovi opredelitvi tako denimo obravnavamo pet razsežnosti, s katerimi je mogoče misliti kakovost v izobraževanju s systemskega gledišča, in sicer: kakovost učencev, kakovost učnih okolij, kakovost vsebin, kakovost procesov in kakovost dosežkov. Te razsežnosti so med seboj soodvisne in v medsebojni interakciji ter tvorijo sistem izobraževalnega konteksta, v katerem so nadarjeni učenci deležni učne podpore do mere, ki jim omogoča uresničevanje njihovih potencialov oz. izražanje odličnosti. Glavni problem predavanja je zato usmerjen h globljemu razumevanju tega, kako nadarjeni učenci doživljajo učno podporo, ki so je deležni v šoli, po drugi strani pa k iskanju rešitev glede zagotavljanja kakovosti v izobraževanju nadarjenih učencev na osnovi predstavljenih raziskovalnih spoznanj z vidika nadarjenih učencev (»glas nadarjenih učencev«). Diskusija temelji na izsledkih nacionalne raziskave, v kateri je sodelovalo 954 nadarjenih učencev iz slovenskih osnovnih in srednjih šol, prav tako tudi njihovi učitelji, nenadarjeni sošolci, starši, šolski koordinatorji za delo z nadarjenimi in ravnatelji šol ($N_{\Sigma} = 5533$). Izpostavljena raziskovalna spoznanja na osnovi triangulacije (Kako dobro izvajamo izobraževanje nadarjenih?, Kako vemo, da izobraževanje nadarjenih dobro izvajamo?, Kako lahko zagotovimo kakovostno izobraževanje nadarjenih?), vodijo od bolj objektivnih

elementov ocenjevanja kakovosti v izobraževanju nadarjenih k bolj subjektivnim, in sicer socialni percepciji nadarjenih učencev ter razhajanjem med zaznano dejansko in potrebno oz. želeno učno podporo ter ne nazadnje k socialnim in učnim potrebam nadarjenih učencev, ki jih kaže upoštevati v smislu zagotavljanja kakovosti v izobraževanju. Premislek o kakovosti tako odpira številna vprašanja o konceptualizaciji kakovosti v izobraževanju nadarjenih učencev in se osredinja na ugotavljanje mehanizmov za zagotavljanje kakovosti oziroma mehanizmov, ki spodbujajo razvoj učnih okolij z namenom optimalne učinkovitosti za uresničevanje potencialov nadarjenih učencev.

Ključne besede: kakovost v izobraževanju, izobraževanje nadarjenih učencev, izobraževalni kontekst, sistemski pristop, uresničevanje potencialov.

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REFLECTION ON QUALITY: A VOICE OF GIFTED STUDENTS IN THE EDUCATIONAL CONTEXT

“What is necessary and sufficient for the nongifted is necessary but insufficient for the gifted, who need more and different learning experiences to match their potentials.” A.J. Tannenbaum

In the postmodern era, education has been challenged by many issues, such as rethinking and transcending key concepts from fixed to more fluid and highlighting the understandings from the broader cultural context. Following these shifts in the recent decades, many changes have been implemented in gifted education (e.g., conceptualization of giftedness, goals in gifted education, models of GE provision), and it seems reasonable that the increasing attention has to be paid to the quality research of these developments as well. Although this need is currently well recognised, we still do not have enough research findings neither clear answers to these crucial questions about quality. However, today' concept of quality in (gifted) education is dynamic and multifaceted, and is seen basically in terms of its necessity, not luxury, striving towards a culture of excellence of which objectives and standards vary throughout the world and contexts. Moreover, there is also a variation in the basic mechanisms for establishing the framework of the quality education. Following the UNICEF's definition, there are five dimensions which define quality education from the systemic point of view: quality learners, quality learning environments, quality content, quality processes, and quality outcomes. These dimensions are interdependent and are in interaction with each other to form a

system or educational context in which gifted students are supported in their learning to the extent that facilitate the realization of their potentials (i.e. the manifestation of excellence). The main problem in the presentation is thus devoted to the deeper understanding on how the gifted students experience the support they get in school for their learning and what it can be concluded on the basis of research findings in order to determine and provide the quality education from this point of view (i.e. "voice of gifted students"). The discussion is based on the results of a national survey which involved 954 gifted students from Slovenian elementary and secondary schools, their teachers, non-gifted peers, parents, school coordinators for gifted education, and school principals ($N_{\Sigma} = 5533$). The highlighted research findings on the basis of the triangulation (How good we are in doing it?, How do we know that we are doing it well?, What can we do to provide quality?) lead from more objective elements of quality assessment of gifted education to more subjective ones in terms of gifted students' social perceptions and discrepancies found between the real and required learning support, finally underlying the social and learning needs expressed by gifted students which should be taken into consideration. The reflection on quality opens many questions regarding conceptualization of quality in gifted education and finally focuses on searching for mechanisms to provide quality, i.e. to stimulate the development of learning environments to be optimally effective in realization of gifted students' potential.

Key words: quality in education, gifted education, educational context, systemic approach, realizing potentials.